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ABSTRACT

The Calgary Program for Parenting Adolescents (PPA) was designed to provide an opportunity for parenting teenaged girls to complete their high school education. For the purposes of evaluation, surveys were developed for each of the respondent groups: students (n=58), teachers (n=26), PPA staff (n=10), PPA coordinating committee members (n=4), and infant center staff (n=23). The findings revealed that students, teachers, social workers, PPA staff and committee members supported the program. Students expressed concern over their ability to manage studies; maintain attendance; and access assistant principals, social workers, and the nurse. Teachers identified the leniency of school policy, and the lack of information/feedback from PPA and parenting students as problem areas. PPA staff and committee members identified communication, organization, coordination, and leadership as requiring attention, and expressed the need for additional staff training, and inservice. (Appendix A contains the program guidelines; Appendix B gives study results; and Appendix C provides questionnaires and interview schedules.) (BHK)

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Program Evaluation

Evaluation of the Program for Parenting Adolescents

June, 1990

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Program Evaluation

Evaluation of the Program for Parenting Adolescents

June, 1990

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Program Evaluation

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INTRODUCTION

The Program for Parenting Adolescents (PPA) evolved from an earlier multidisciplinary program which was housed within the Ernest Manning High School. The former program was part of the two campus Louise Dean School - one campus serving pregnant teens (Adult Day Centre Campus - Louise Dean I) and one serving parenting teens (Ernest Manning Campus - Louise Dean II). The Louise Dean II program operated independently from the Ernest Manning High School. It was dissolved following cut-backs in educational funding in 1987 and the parenting student population integrated into the regular school program at Ernest Manning. Two agencies who were a part of the earlier program - Catholic Family Service and Calgary Health Services - continued to provide counselling and health services to parenting students now in the PPA. Also, a daycare, the Infant Centre, continued to operate in the school.

The PPA is operated by the Calgary Board of Education in partnership with Catholic Family Service and Calgary Health Services. The program is overseen by the PPA Coordinating Committee; members include the Principal of Ernest Manning who is the chairman, the Head of the Guidance Department at the school who serves as the representative of the education component of the program, and administrators from the two support agencies who serve as representatives of their organizations on the Committee. Three lower level committees - Student Educational Progress Committee, Health and Family Care Committee, and Parenting Course Planning Committee - serve various functions in the program. Members of these latter committees are PPA staff who, in various capacities, work directly with parenting students (e.g., Assistant Principals, teacher-advisors, social workers, nurse, day care supervisory staff). Two sets of goals are outlined in the program: a set common to the three partners in the program and a set unique to each of the agencies. (Please see Appendix A for the organizational model of the program, agencies' mandates in the program, and program goals).

Representatives of the support agencies on the PPA Coordinating Committee are the Coordinator of Clinical Services, Catholic Family Service, and the School Program Specialist, Calgary Health Services. The Catholic Family Service representative, sited at the Louise Dean School, supervises social work staff both at Louise Dean and Ernest Manning - the social workers are part of a larger Catholic Family Service program serving both pregnant and parenting adolescents. The Coordinator reports to the Director of Catholic Family Service. Staff from Catholic Family Service at Ernest Manning are two social workers, one of whom spends one day a week at Louise Dean. The representative from Calgary Health Services oversees all school programs sponsored by this agency. This administrator, who reports to the Director of Nursing, does not directly supervise the community nurse allocated to the PPA. The nurse's direct superior is the supervisor in the local district health office. The nurse spends one and one-half days a week at Ernest Manning.

The Infant Centre is operated by the CBE. The Principal of Ernest Manning is the director of the day care. Staff in the Infant Centre is composed of eight full-time and five part-time child care professionals; full-time staff includes a supervisor and an assistant supervisor. Capacity in the Infant Centre is 35 children. Children accommodated in the facility range in ages from six weeks up to three years. Hours of operation are from 7:45 A.M. to 3:30 P.M. Monday through Thursday, and from 7:45

A.M. to 2:00 P.M. on Friday. Day care times extend beyond school hours (20 min. in the mornings, 55 min. in the afternoons Monday to Thursday, 2 hours on Friday afternoon) to offer more leeway to parenting students in dropping off and picking up their children. The majority of parenting students are eligible for subsidies from Alberta Social Services to cover the cost of the day care services.

Parenting students at Ernest Manning receive the same educational opportunities as do regular students. Both groups of students have access to a full educational program offered in the school. Both receive the benefit of the unique instructional approach taken at the school (Personalized and Continuous Education - PACE). This approach affords students the flexibility to progress in an individualized style and rate. It is also designed to allow student entry into a course at any of six points in a school year. In addition, various support systems are in place in the school to assist with student and educational concerns. Teacher-advisors provide personal and academic support to the students and also monitor their progress. Guidance counsellors help students to plan their program of studies and future careers. Assistant Principals monitor the attendance and academic progress of the students.

A number of processes are in place at the school to accommodate the PPA and the special needs of the parenting student population. Parenting students are assigned to one of three TAs; this grouping allows the TAs to focus on the concerns and interests specific to this subgroup of students. First period spares are timetabled for parenting students to allow them more time in the morning to ready themselves and their children for the trip to the school. An orientation has been devised to foster incoming parenting students' knowledge about services available to them in the program and promote their sense of comfort in the program. A "time-out" period from studies is allowed in special cases to parenting students to sort out aspects of their lives which are impinging on their success in school. Also, a special (credited) course - parenting/CALM - was created and taught by staff from the three agencies involved in the program. The course is mandatory for parenting students. A major focus is on the development of knowledge, skills, and abilities related to effective parenting.

Counselling services are a part of both the social worker and nurse role in the PPA. In addition to personal counselling, social workers extend their services to include students' husbands/partners and families. The nurse is available to counsel students on an individual basis on matters concerning health, family planning, and parenting. The nurse also monitors the health of children in the Infant Centre and functions as a consultant to the daycare staff.

Criteria for entry into the PPA are based primarily on the candidate's ability to participate in a regular high school program. Age range is up to 19 years or in some cases older if the student can complete her academic requirements within a year. Student intake is processed by the Head of the Guidance Department, social workers, and the Infant Centre Supervisor.

METHODOLOGY

A. Origins and Dimensions of the Evaluation

The Program Evaluation Section of the Instructional Support Services Department received a request from the Principal of Ernest Manning High School in the Fall of 1989 to evaluate the Program for Parenting Adolescents (PPA). The request was made on behalf of the PPA Coordinating Committee of which the Principal was Chairman. The program was in its third year of operation and information regarding the extent of its success desired for planning purposes.

Liaison with the PPA Coordinating Committee was maintained throughout the evaluation planning process. Program Evaluation staff presented the evaluation report to the PPA Coordinating Committee in June, 1990.

The dimensions of the evaluation of the PPA are summarized in Table 1.

Table 1

Dimensions of the PPA Evaluation

Dimension	Data Collector	Data Providers	Time Period
Surveys of involved persons	Researcher, Program Evaluation	- Current students - Former students - Ernest Manning teachers - PPA staff - PPA Coordinating Committee - Infant Centre staff	March, 1990

B. Participants in the Evaluation

Respondent groups participating in the evaluation are indicated in Table 2. Included are the potential and actual numbers of data providers in each group. Notes explaining entries identified with a superscript follow the table.

Table 2

Participants

Respondent Groups	Potential N	Actual N of Questionnaire (Q) and Interview (I) Respondents	
		Q	I
• Students:			
- Current students	35	32[a]	15[b]
- Former students	14		11[c]
• Teachers	37	26[d]	
• PPA Staff:			
- Assistant Principals	2		2
- Guidance counsellors	2		2
- Teacher-advisors	3		3
- Social workers	2		2
- Nurse	1		1
• PPA Coordinating Committee	4		4
• Infant Centre staff:			
- Supervisor	1		1
- Assistant Supervisor	1		1
- Primary caregivers	6	6[e]	

a. An attempt was made to present questionnaires to all current students. Three students were absent during the data collection period in the school. (Return rate = 91%)

b. A subsample of the current students (43% of the total) was selected to participate in an interview.

c. An attempt was made to contact all former students. The location of 14 was established and agreement obtained for their participation in an interview. Three were later unavailable for interviews.

d. All teachers at Ernest Manning were requested to complete questionnaires. Return rate for questionnaires was 70%.

e. Caregivers selected for participation in the survey were full time staff members.

C. Materials Used in the Evaluation

Survey instruments were developed for each of the respondent groups taking part in the evaluation. These were developed by Program Evaluation staff with the assistance of various persons who provided feedback on draft editions. The process of questionnaire and interview protocol development involved the following steps:

1. identification of issues to be examined in the evaluation
2. design of draft instruments for each respondent group
3. review of each draft instrument by the PPA Coordinating Committee
4. pretesting of the student and teacher questionnaires with a sample representing each group
5. revision of instruments in accordance with the suggestions of the PPA Coordinating Committee and pretest subjects.

The format, length, and issues addressed by the instruments for each respondent group are summarized in Table 3. Copies of the instruments are presented in Appendix C.

Table 3

Evaluation Instruments

Respondent Group	Instrument Format	N of items	General Content
Current students	Questionnaire - multiple choice and open-ended questions	51	• Background of respondents • Effectiveness of/benefits from the orientation process • Effectiveness of/benefits from the parenting/CALM class • Consultation with PPA team members • Benefits from PPA team members • Satisfaction with the Infant Centre • Progress in school • Benefits from the Ernest Manning educational approach • Effectiveness of/benefits from time-out • Successes in meeting PPA goals and parenting student needs • Referral of the PPA to other parenting students

Respondent Group	Instrument Format	N of items	General Content
Current Students	Interview - structured open ended questions	16	• Background of respondents • Reasons for enrolling in the PPA • Progress and benefits from the Ernest Manning approach • Functions of and benefits from PPA team members • Benefits from the parenting course • Expansion of students' support network • Knowledge/use of community agencies • Overlapping services • Personal changes • Needs and strengths of parenting students
Former students	Telephone interview - structured open ended questions	25	• Background of respondents • Reasons for entering/leaving the PPA • Benefits from the Ernest Manning educational approach • Benefits from PPA team members • Benefits from the parenting course • Carry-over effects from PPA • Knowledge/use of community services • Strengths/weakneses of the PPA and suggestions for improvements • Referral of the PPA to other parenting students

Respondent Group	Instrument Format	N of items	General Content
Teachers	Questionnaire - multiple choice and open-ended questions	15	• Background of respondents • Knowledge about the PPA • Satisfaction with the information/feedback received re: PPA students in one's class • Referral processes for PPA students • Impact of PPA students on the class • Student benefits from the Ernest Manning educational approach • Support systems for teachers to help meet parenting student needs • Success of the school/PPA in meeting parenting student needs • Policies in place for parenting students • Future direction for the PPA population
PPA staff (including Infant Centre Supervisory staff)	Interview - structured open ended questions	11	• Background of respondents • Organizational and procedural changes occurring in the PPA components • Organization of the PPA components • Achievement of objectives • Clarity of roles/responsibilities; facilitators and frustrators of job performance • Operation of the multidisciplinary approach • Effectiveness of the organizational structure of the PPA • Areas of success/lack of success in the program • Future direction of the program
PPA Coordinating Committee	Interview - structured open ended questions	7	• Background of respondents • Organization and operation of the multidisciplinary program • Areas of success/lack of success in the program • Obstacles to the realization of program objectives • Future direction of the program

Respondent Group	Instrument Format	N of items	General Content
Infant Centre primary care-givers	Questionnaire - multiple choice and open-ended questions	10	• Background of respondents • Knowledge about the program • Clarity of roles/responsibilities; facilitators and frustrators of job performance • Achievement of I.C. goals • Support provided by PPA team members • Future direction of the program

D. Evaluation Procedures

Questionnaires were distributed as follows:

Student Questionnaires

Student questionnaires were completed under the direction of the researcher. Two sittings were arranged within a two day period. The questionnaire was administered to all students who were in attendance on the day of the first sitting. Those who were unavailable for the first presentation were requested to complete the questionnaire at the second sitting. Students who were unavailable for both sittings were requested to complete the questionnaires on their own and to return the questionnaires to the Guidance Department for forwarding to Program Evaluation. Return envelopes were provided to these students.

Teacher and Infant Centre Staff Questionnaires

Questionnaires were forwarded from and returned to Program Evaluation via interschool mail.

Interviews were conducted as follows:

Current Student Interviews

Attempts to interview a randomly selected sample of students were unsuccessful. Students who ultimately took part in interviews were those who were in attendance and felt they could afford to miss class time. Interviews were conducted either in a meeting room or a free office. Average length of time for interviews was 1 hour.

Former Student Interviews

A list of former students who agreed to take part in interviews was provided to Program Evaluation by PPA social workers. Interviews were conducted by telephone. Average length of time per interview was approximately 45 minutes.

Administrator/Staff interviews

Interviews were conducted in respondents' offices or in empty classrooms. Length of time for interviews generally ranged from 1 1/2 hours to 2 1/2 hours.

SUMMARY

A. Current Students

1. Description of Students

Background

The age range of students responding to the questionnaire extended from 16 to 21 years. The average age was 18.5 years. The majority (84%) were single. A sizable percent (53%) lived alone. Most of the remainder either lived with parents/relatives (22%) or with their spouse/commonlaw partner (19%). The majority received financial support from social welfare (59%) or student finances (13%). All had one child. The majority (84%) of the children were registered in the Infant Centre.

Students came from all parts of the city. Slightly more than one-half lived in the southwest. Length of travel time to Ernest Manning ranged from a few minutes to over 1 1/2 hours. Sixty percent indicated travelling 30 minutes or more to reach the school.

The majority (69%) had enrolled in the program in the current school year. A large percent (59%) were registered in grade 12 with most of the remainder (22%) in grade 11. Most (91%) were taking from three to four courses at the time of data collection. A large percent (69%) had transfered from Louise Dean School. A small percent (19%) had not taken any time out between their former school and the PPA. The remainder indicated an interim period extending up to three years. A large number (53%) had been out of school up to one year.

In interviews, the majority of the students (67%) indicated they chose to enroll in the PPA because of the on-site daycare facilities. Other reasons mentioned with some frequency included the opportunities afforded by the program for students to complete their education and to attend school with other young mothers.

Student Problems and Needs

The majority of students apparently were managing reasonably well with various aspects of their personal lives. Close to one-half to two-thirds indicated few problems with respect to health, finances, housing, legal concerns, family support, social life, and personal relationships. A minority indicated occasional problems or significant problems. Problems of significance experienced by the largest minority of students involved finances and family support. From 22% to 38% experienced "considerable" to "very serious" problems with these matters.

Other problems of some significant were various pressures experienced by the students. A sizable percent (37%) of students indicated "considerable" to "very serious" problems in balancing the demands of their school work and their children. Also, in interviews, students identified the number of commitments they had to meet, time pressures evolving from meeting these demands, and stresses or tiredness resulting from the load they carried as

major problems faced by parenting students. Getting to school was a major trial according to some of students and more understanding needed of the efforts made by young mothers in meeting the various demands placed upon them.

Student Strengths

Students identified a number of strengths which helped them manage the dual role of student and mother. Most frequently mentioned was their determination to succeed - to finish high school and provide a better future for themselves and their children. Also mentioned with some frequency were their maturity, self-responsibility, and self-confidence/pride in their capabilities. Other aspects mentioned included their support systems, coping and organizational skills, and personal qualities such as courage, patience, and perseverance.

2. Educational Program

Student Educational Goals and Progress

A goal to which all students strived was high school completion. A majority (59%) indicated satisfactory progress toward their goal. A small number indicated "neutral" feelings. A minority of some size (29%) indicated unsatisfactory progress to date. Dissatisfactory aspects reported by the latter students concerned their low marks or their being behind in course work and credits needed to graduate.

Students identified a number of factors which they felt influenced the extent of their success in school. Positive factors, in the main, involved the support students received from various sources, the PACE program and teacher assistance, and the personal qualities of the students themselves. Negative factors mainly concerned the impact of personal problems, illness (self or child), and parenting responsibilities on students' ability to attend school and cope with the work.

Students reported an improvement in their well-being in school at Ernest Manning. On average, they indicated an increase in positive attitudes toward school in Ernest Manning compared to their former schools. Also, ratings of their level of achievement tended to be higher at Ernest Manning compared to their former schools.

Ernest Manning Approach

Students, on the whole, held positive views of the Ernest Manning program and approach. A majority (87%) felt the Ernest Manning program met the needs of parenting students either to some or an extensive degree. A majority also indicated that PACE and the multiple entry points were advantageous for parenting students. As well, most appreciated the approach taken by teachers at the school. In this regard, a majority felt that teacher expectations were suitable to their ability levels and that teachers provided help when needed. Most felt that teachers cared about students and their education, and were supportive and understanding of parenting students in the school. Students, on the whole, encountered positive student

attitudes towards the parenting student population, and felt good about themselves in the school.

Some students apparently encountered problems in managing their studies. Fifty-nine percent (59%) indicated difficulties in completing their homework on time. Thirty-five percent (35%) indicated feelings of being pressured to accomplish their academic goals with little consideration for the personal problems with which they contended. Related to the difficulties students experienced in coping were student views of the attendance policies at the school. Thirty-two percent (32%) felt that expectations were unfair. According to the students, more leniency was needed in the case of parenting students who contended with many more responsibilities and problems than did regular students.

In interviews, students described the benefits and also the difficulties they encountered in the Ernest Manning education program. Benefits most frequently mentioned involved the advantages incurred from the flexible programming afforded by the PACE approach and the support received from teachers. A range of difficulties were identified by the students. These included problems in managing self-directed studies and coping with school in general (getting to school on time, absences and getting behind in studies). Also mentioned were difficulties in adjusting to aspects of Ernest Manning, difficulties experienced in some subjects, and preparation for diploma exams.

Improvements suggested by students were varied. These included the following needs:

- facilitate students' rapid completion of high school (e.g., allowance for a faster pace, shorten periods in order to timetable more courses in a day, arrange more time slots for courses which are full)
- provide more help to students who are having difficulties (closer monitoring of student progress, more structured programming, extra teacher help, greater accommodation of different learning styles)
- provide programs to meet special needs (e.g., vocational programs, job training, ESL classes)
- change policies regarding attendance - more allowances made for parenting students

3. PPA Processes

Orientation

Close to three-quarters of the students indicated they had taken part in an orientation session. The majority indicated that the session was informative and also effective with respect to promoting acquaintanceship amongst the students and comfort in the program. An area in which the orientation apparently was least successful concerned the conveyance of information about the services provided by the various agencies involved in the program - 26% of the students indicated their gaining little understanding at the session of how to access these services.

A few students suggested ways of improving the orientation process. All of the students (who offered an opinion) indicated they would recommend the continuation of this process for incoming parenting students.

Time-Out

Close to one-third of the students indicated they had taken "time-out" from their studies since entry into the PPA. The time-out period ranged from less than one week up to two months (one student indicated that she was allowed to come to school part-time). Most frequent reasons for the time-out involved students' and/or children's illness and family/relationship problems. Only one of the (10) students felt that the decision to take time-out was the wrong one for her. Three felt that the school or staff who worked with parenting students could have been of greater assistance at this time. In this regard, two felt they would have benefited from more support and understanding. One would have appreciated being informed about work assigned in her classes.

Teacher-Advisor Sessions

A majority (72%) of students felt that the TA sessions were of "some" to "much" benefit to parenting students. Twenty-eight percent felt they were of little or no value. A range of benefits were described by the students. These included the encouragement and support students received from their TAs, the help they received in course work and organizing their program of studies, monitoring of student progress and attendance, the liaison function performed by the TAs for the students with their teachers, and the opportunities afforded to parenting students to meet to discuss common problems or other matters of interest to them. Also of benefit was the information conveyed to the students regarding such matters as school activities, post-secondary educational opportunities, and community programs of interest to parenting students. A small number of students identified areas in which improvements could be made. Issues of concern - some was the organization of the sessions (e.g., making the sessions mpulsory, optional, or called when definite concerns needed to be dressed; making them longer, informing parenting students of the option f attending regular students' TAs). Other suggestions mentioned included bringing in more guest speakers, focusing on matters of interest to students rather than those of TAs, and using the sessions as an opportunity to visit one's child in the nursery.

4. Parenting/CALM Class

Almost all of the students (94%) indicated they had taken the parenting/CALM (CALM - Career and Life Management) course. Most (76%) had taken the class in the current school year.

The course apparently was more effective in some respects than others. Students, on average, indicated higher ratings for course promotion of support amongst parenting students, student confidence in their parenting role, and knowledge about child care, parenting skills, safety and accident prevention in the home, and career/job prospects. Ratings of "some" to "much" gain in these respects was indicated by 66% to 83% of the students.

Lower ratings were indicated in regard to the promotion of student knowledge about maternal health and nutritional needs, living skills, and coping skills. From 40% to 53% of the students indicated little gain in the latter respects.

A majority (70%) found the course of "some" to "much" value to parenting students. Close to one-quarter found it to be of little or no value. Many of the improvements suggested by students concerned course organization or emphases taken. Some students found the presentation of various parts in the same time frame confusing, and recommended a consecutive presentation. Another student suggested completion of the CALM part first to allow students time to become comfortable with each other prior to their taking part in group work which required sharing of personal information. Others suggested spending more/less time on the various parts, providing information of more relevance to subgroups in the class, making the course or parts of it optional, and extending the course to a full year. Also of interest to individual students was more information in various areas, e.g., child development, discipline, money management, living skills, job search skills.

5. Program Goals and Parenting Student Needs

The majority of students felt that the PPA had achieved various program goals to an extensive degree. From 72% to 82% indicated "good" to "excellent" success with respect to encouraging students to continue their education, providing social and emotional support, helping them to plan realistically for the future, providing them with information and counselling in areas of health and family planning, and providing a high quality nursery. Most of the remainder indicated "fair" success.

Students, on the whole, felt the program served parenting students very well. Eight-four percent (84%) felt that the PPA met the needs of parenting students to an extensive degree. Most of the remainder indicated a "fair" degree. Mentioned most frequently in regard to ways in which the program best served the needs of parenting students were the benefits received from an on-site daycare facility, the support and understanding provided to young moms in the school, and the chance it gave them to continue their education. Mentioned most frequently with respect to ways in which it failed to meet parenting student needs concerned the issue of attendance regulations and the need for greater understanding and leniency in this regard. Overall, all who offered an opinion indicated they would recommend the program to others in circumstances similar to themselves.

6. Support Services

Consultation with PPA Team Members

Roles/responsibilities of PPA staff members generally were well defined from the students' perspective. The majority of students (66% to 97%) felt that the functions of the various staff members were clear to them and that they knew whom to contact if they needed help or advice on various matters. Areas in which the largest minority indicated lack of clarity involved the function served in the PPA by Assistant Principals (31%) and

the resources to contact for help/advice regarding progress in school work (19%), financial concerns (19%), and housing/accommodation concerns (25%). A minority also indicated encountering problems in accessing PPA team members when their help or advice was needed. The largest minority (22% to 25%) reported difficulties in accessing Assistant Principals, social workers, and the nurse.

Students consulted with some PPA team members more frequently than others. A majority (59% to 63%) indicated they frequently sought help or advice from teacher-advisors and Infant Centre staff. A minority (6% to 34%) indicated frequent consultation with the other PPA resources. Least use was made of the Assistant Principals and the nurse - 44% and 25% of the students, respectively, indicated no use of these resources. A factor contributing to the limited use of Assistant Principals, in addition to problems in access, was the nature of the concerns these administrators addressed. Students met with the Assistant Principals namely to deal with attendance/absences.

Students apparently felt secure in approaching PPA team members for help or advice when needed. A majority (62% to 71%) indicated they felt "some" or "much" comfort in approaching most of these professionals. The exception was the Assistant Principals. In this regard, 60% indicated "no" or "little" comfort in seeking their guidance.

Help Provided By PPA Team Members

The majority of students indicated that contact with the Assistant Principals, in the main, was made in regard to attendance/absences. Students appreciated the support, understanding, and encouragement provided to them by the administrators. An area of need mentioned with some frequency by students was the extension of greater understanding and leniency on the part of the APs in attendance matters.

Most of the students (81%) indicated they had met with TAs, guidance counsellors, and social workers on an individual basis. A majority (72%) also had made use of the services offered by the nurse. A range of matters was addressed by each of these professional groups.

- Most of the students (96%) met with the nurse to discuss concerns related to their child's health. A large number also approached the nurse for advice or information on matters involving their own health (57%), parenting (78%), and medical aspects such as diseases, medication, etc. (65%).
- The major concerns discussed with TAs involved aspects of students' education (timetables/program of studies, learning and progress in courses) and personal problems - 85% to 92% of the students indicated they had approached their TAs to talk about concerns in these areas. A sizable percent (65% to 69%) also sought their TA's help with child/parenting concerns and in planning future careers/education.
- Guidance counsellors were approached primarily for assistance in organizing timetables and programs of study - 93% of students identified these aspects as reasons for their meeting with this school resource. A large number (69%) also sought help from guidance counsellors to plan future careers and/or education.

- Social workers were approached primarily for help with personal (92%) and family/relationship (81%) matters. Other areas which tended to be more frequently addressed in counselling sessions involved child/ parenting concerns (73%), financial matters (62%), and career/ educational planning (69%).

Some concerns appeared to be handled more frequently by some disciplines in the PPA more so than others. Concerns related to course work and learning tended to be the domain of TAs, whereas family/relationships and finances tended to be the domain of social workers. Other concerns apparently were handled by multiple disciplines. Shared areas were those involving timetabling/school program concerns which TAs and guidance counsellors tended to handle, and personal and child/parenting concerns which TAs and social workers tended to handle. Career/educational planning apparently was shared by TAs, guidance counsellors, and social workers.

The majority (77% to 92%) of students indicated they found the various PPA team members were of "some" to "much" help. On the whole, students appreciated the assistance and overall support they received from the team members. Suggestions for improvement of services, where indicated, in most cases involved the availability of various staff. The need for greater access was indicated most frequently in regard to the nurse but also was mentioned in regard to the remaining team members as well.

Services of the Infant Centre

Students, on the whole, were pleased with the Infant Centre. The majority (89% to 93%) indicated satisfaction with the care their children received, the approach taken in the Infant Centre toward disciplining and teaching children, and the facilities. The majority (76%) also were satisfied with the approach taken toward mothers with much of the remainder (17%) indicating a "neutral" response. All indicated either "some" or "much" overall satisfaction with the way the Infant Centre was run.

A range of improvements to the Infant Centre was suggested by the students. Mentioned most frequently was the need to extend the operating hours of the facility.

Support Network and Referrals

In interviews, 14 of the 15 students indicated that the PPA had helped them to expand the network of people on whom they could call for support. Gains mentioned by these students included the support of PPA staff and parenting students in the program, and increased awareness of various services available in the community to help young mothers and their children. Also mentioned was the support gained from contacts established in the Junior League and Teen Parent Friend programs, relationships established with the regular student population at Ernest Manning, and improved relations with the family. The student who indicated that the PPA did not contribute to the expansion of her support network felt that her support system had been fully established when in attendance at the Louise Dean School.

Twelve (12) of the students indicated they would readily call upon people in their support network when their help would be of use. The remainder indicated a preference to call upon their families first or to manage their concerns on their own.

The majority of the students taking part in interviews (13 of the 15) felt they had acquired a good knowledge base from the PPA about what services were available in the community should they or their children need help. Eleven (11) indicated they felt comfortable about approaching the various resources should the need arise. Of the remainder, one indicated confidence in some of the services but not in others. Three indicated either preferences to seek help from other sources (family, friends, or school staff) or to manage on their own. One of these latter students indicated that use of the services could be construed as the mother's incompetence to manage on her own.

Four of the 15 students interviewed indicated that PPA team members had referred them to community resources. Of these, one had contacted the community resource and was satisfied with the assistance she received. Two had made contact with some of the resources to which they were referred and were satisfied with these services; they as yet had not decided or found a need for the services of the other agencies to which they had been referred. The fourth student indicated she had not approached the agency to which she was referred as she was frightened to do so and also felt that others possibly had more need for the services than herself.

Overlapping Services

In interviews, 9 of the 15 students indicated they had encountered instances where overlapping occurred amongst the services provided by the various disciplines engaged in the PPA. Areas in which overlapping occurred included information received on parenting, course changes, monitoring of student attendance, monitoring of day care subsidy requirements, and assistance with personal and academic problems. In some of these instances, the students indicated feelings of frustration arising from repetitions. In other instances, they found repetition advantageous from a number of standpoints. Numerous people delivering the same message was helpful in reminding students and in raising their consciousness of the consequences of their failure to meet various requirements. Also of benefit were alternative staff to whom one could go for help in instances when normal contacts were unavailable. Different perspectives, too, were of help in understanding one's problems as was the sense of reassurance gained when perspectives converged about a course of action. Two other students added that overlapping, if and when it occurred, was not a concern to them. According to these latter students, they had clarified for themselves who they preferred to approach for various matters when problems arose.

7. Personal Changes

All but one of the 15 students interviewed indicated they had experienced changes within themselves since they had been in the PPA. Most students (13) indicated positive changes. A few (3) indicated changes in the negative direction. Most frequently mentioned positive changes were increases in

self-confidence, maturity, responsibility, knowledge and confidence about parenting, and attitudes/motivation in school. These changes were mainly attributed to the students' own drive to succeed in school and life, and to the learning opportunities and support provided in the PPA. Negative changes were poor grades, fatigue, busyness, and procrastination. Poor grades were attributed to student difficulties in adjusting to the Ernest Manning program after Louise Dean. The remaining negative changes were attributed to the many responsibilities the students carried and the time they had to meet their commitments.

B. Former Students

1. Description of Students

Age range of the 11 former students who took part in interviews extended from 17 to 21 years. Of the 11 students, one was married and ten were single. Eight lived alone, one lived with her parents, and two lived with their spouse or commonlaw partner. Eight had one child whereas three had two children. Children's ages ranged from less than six months to over three years.

Length of time since the former students left the PPA ranged from a few months up to two years. They had been registered in the program from less than one semester to two school years. Most of the students had been in either grade 11 or grade 12 when they began in the program. Five had completed high school while in the program and two more left with a few credits short from a diploma. At the time of the interview, 6 were advancing their education either in a high school (2), Viscount Bennett (1), SAIT (1), AVC (1), or a career college (1). Of the remainder, two were working, one was looking for work, and two were at home. All had plans to continue studies at a post-secondary level. Career interests included law, medicine, dental hygiene, business, travel, personnel, and secretarial fields.

A reason indicated by almost all of the former students for choosing to enter the PPA was the availability of an on-site daycare. Other reasons mentioned with some frequency was the support gained from attending with other parenting students and the chance the program offered to the young moms to continue their education.

Various reasons for leaving the program were indicated by the five students who had not graduated from Ernest Manning. Two left because of a second pregnancy and the negative attitudes directed toward them by staff and students in the school. One who had registered in the program primarily for the opportunity to take the parenting course had completed the course and then transferred to another school. One had withdrawn her child from the Infant Centre due to conflict with the staff and consequently found it advantageous to attend school elsewhere. The remaining student decided to attend elsewhere as she needed only one more course to be eligible for a diploma.

2. Benefits from the PPA

Ernest Manning Education Program

All of the former students indicated they had found the educational program offered at Ernest Manning of help to them when they were enrolled as students in the PPA. Mentioned most frequently as particularly helpful was the flexibility of the PACE program and the accommodations made for the special needs of parenting students. Also mentioned with some frequency were the benefits derived from the support provided in the school and the extra help provided by teachers.

Four of the 11 students indicated they had encountered difficulties with aspects of the Ernest Manning program. One of the students found the pacing too slow, two had difficulties in particular subjects, and one had difficulties coping with the long distance she had to travel to get to and from school.

PPA team members

Almost all of the former students indicated they had found the TAs, social workers, the nurse, and the Infant Centre staff of help to them when they were in the program. The students indicated that they had profited from the various services provided by these PPA team members, and also appreciated the understanding and support extended to young mothers.

The majority of the former students (six and seven of the eleven) also found the Assistant Principals and guidance counsellors helpful. Of the remainder, some had little contact with these staff members while others did not find their contact of much value. Three felt that Assistant Principals demonstrated little understanding in matters involving parenting students' attendance. One felt that guidance counsellors did not provide sufficient career or post-secondary counselling.

Parenting Course

Three former students indicated they had not taken the parenting course. Of the remainder, seven found the course of value to them and one found it a review of material learned elsewhere.

Benefits from the program included students' gain with respect to information and skills in parenting, knowledge about community resources available to help young mothers and their children, sense of peer support and sharing, self-esteem, and sense of well-being. Five of the former students indicated ways in which the course could be improved. Most of the suggestions concerned the material presented in the course and emphases given. In this regard, one student recommended the presentation of less simplistic material. One would have liked material dealing with older children whereas another would have liked the opportunity to cover material dealing with both younger and older children. One would have appreciated the expansion of the parts dealing with parenting and self-esteem. Another would have appreciated having textbooks to use as a reference.

Long Term Effects

All of the former students reported that they had found aspects of their PPA experiences useful to them since they had left the program. Mentioned most frequently by the students were the parenting knowledge and skills they had gained from the program. Also mentioned with some frequency was the carry-over of a sense of well-being gained from educational accomplishments and from the relationships established while in the program. Other aspects mentioned included the usefulness of knowledge and skills gained from the PACE program, course work, career planning, and health and family planning.

Four of the 11 students felt that the PPA could have better prepared them for their future endeavours. Needs identified by three of the students were the enhancement of knowledge and skills with respect to parenting, stress management, and budgeting. The fourth student indicated the need for better monitoring of the course credits; this student had ended up leaving school one credit short from a high school diploma.

Seven of the former students indicated they found the career information they had received in the PPA of help to them since they left the school. The remainder (4) indicated few long term benefits. One indicated she was in the program a short period of time and had not been exposed to career information. Another indicated that limited career counselling had been received while in the program. A third indicated that her career plans had been formed prior to entry into the program. The fourth indicated that her career interests had changed since the plans made while in the PPA; she was in the process of researching alternatives on her own.

Almost all of the former students felt that they had acquired a good knowledge base about what community services were available to help them and their children. Eight had made use of community agencies since leaving the PPA. Three had not found the need for the services. All indicated they would seek out help from the agencies in the future should the need arise.

3. PPA Strengths and Weaknesses

Former students identified a number of ways in which the PPA best served the needs of the parenting student population. Mentioned most frequently was the provision of an on-site daycare. Other benefits mentioned with some frequency was the chance for young mothers to complete school, the flexibility of the PACE approach and support of teachers, and the support derived from other young mothers and PPA staff. Five of the students indicated ways in which the PPA failed to meet the needs of parenting students. Mentioned in this regard was too little information/instruction provided on child-raising, curtailment in enrollment due to limited space in the day care, poor approach toward mothers in the day care, and unsatisfactory policies in regard to attendance.

A range of improvements to the PPA was suggested by students. Those indicated in addition to the problems/needs already mentioned are as follows: -

- encouragement of young mothers to register in the PPA
- greater push for young moms to complete school
- greater access to the nurse and social workers
- mandatory counselling for all students (to alleviate adverse labelling of those who seek counselling on a voluntary basis)
- greater understanding and help from teachers
- greater integration and acceptance of young mothers in the school
- better treatment of young mothers (consideration of their views, trust in their capability to take good care of their children)
- more discipline for those who abuse privileges re: attendance

Overall, the students were supportive of the PPA. All indicated they would recommend the program to other parenting teenagers.

C. Teachers

1. Background of Teachers

The majority (66%) of teachers had taught at Ernest Manning throughout the three years of the operation of the PPA. The remainder were in their first (19%) and second (15%) year in the school. The majority (65%) taught academic subjects.

Most (85%) of the teachers had parenting students in their classes this school year. A sizable percentage (from 58% to 65%) also had taught parenting students in the previous two years. Numbers taught by an individual teacher in the current school year extended up to 15. The average was 6 students.

2. Communication/Support to Teachers

Teachers, on the whole, appeared ill-informed about various aspects of the PPA and students in the program. Close to one-half or more indicated dissatisfaction with the extent of information or feedback they had received in most of the areas investigated. The largest percentage (from 67% to 83%) expressed dissatisfaction with the information/feedback they received with respect to who in their classes were parenting students and what factors were affecting students' well-being. From 58% to 65% also felt ill-informed about the expectations placed upon parenting students in the PPA, the nature of the parenting student population as a whole, and the progress and successes achieved in the program.

Twenty-one percent (21%) felt that sufficient support was available to teachers to help them meet the needs of parenting students. Twenty-five percent (25%) indicated otherwise. Fifty-four (54%) were uncertain or did not comment.

3. Parenting Student Impact on Classes

More teachers identified positive (71%) compared to negative (46%) effects of parenting students on their classes. A few (13%) indicated no particular effects.

Various positive effects were indicated by teachers. Some teachers described the personal qualities that parenting students brought to the class. Included were their maturity, different perspectives and skills from those of regular students, and motivation to get the work done. According to teachers, some parenting students served as role models to classmates, demonstrating their capacity to do well in the face of adversity. Also a positive effect were relations amongst students. Parenting students were accepted by regular students and well-integrated in classes, according to teachers; in some instances regular students were not aware of which students in the class were mothers. Teachers also felt that they and their students had gained a greater understanding of the responsibilities associated with adolescent parenthood and an appreciation of the efforts put forth by the young mothers.

Negative effects described by teachers, in the main, involved the ramifications of poor attendance and progress of some of the parenting students. Problems spinning off from absences were parenting student difficulties in completing their work, extra workload placed on teachers, class disruptions, and difficulties in conducting group work. Also problematic were the attitudes of parenting students; some were found to be demanding (i.e., of teachers making allowances for them) and others using their children as an excuse for their shortcomings. Some teachers felt that parenting students' poor attendance and the allowances made by the school for high absences set a poor example for regular students. According to some, regular students felt that the different set of rules set for the parenting student population was unfair.

4. Strengths/Weaknesses of the Educational Program and Approach

A large percent of the teachers felt that the educational program and approach at Ernest Manning met the needs of parenting students either to "some" or an extensive degree. Mentioned most frequently in regard to positive aspects was the flexibility of programming and the resultant accommodation of a variety of special needs in the school. Also mentioned with some frequency was the support systems available to parenting students and the opportunities afforded to them to complete their education.

Fifty-eight percent of teachers indicated ways in which the program and approach failed to meet parenting student needs. In the main, these concerned policies regarding attendance and problems associated with the poor success rate encountered with this population. Mentioned most frequency was the view that rules were too lenient; it was felt that parenting students were not placed in a position to learn the consequences of their failure to meet expectations nor to learn the skills needed to manage their workload. It was also felt that some students abused the privileges given to them in the program. The opposite view - the need for more leniency - was also expressed by a few teachers.

5. Policies

Thirty-eight (38%) of the teachers felt that the policies in place for parenting students (e.g., attendance, time-out, first period spares) had proved satisfactory. Nineteen percent (19%) felt otherwise. The remainder (42%) were uncertain or did not comment.

6. Successes

Teacher ratings indicated that the school was more successful in some domains than in others with respect to the support provided to the parenting student population. More success had been achieved in: facilitating parenting students' continuation of their education, offering them educational opportunities to accommodate their needs and interests, providing them a warm and supportive learning environment, and promoting their acceptance and belonging in the school. Almost all of the teachers who provided a rating felt that "some" or "much" success had been achieved in these domains. Less success apparently was achieved in regard to the promotion of parenting students' acceptance and management of self-responsibility - 33% of teachers rated little or no success in this regard. A minority of some size (21%) also felt that no or little success had been achieved in preparing these students for their future endeavours.

7. Future Direction

A range of views were presented by teachers regarding the future direction the school should take with its parenting student population. Those that tended to be mentioned with some frequency were as follows:

- Continue the program (and expand if warranted)
- Modify/clarify expectations placed on parenting students
- Develop students' ability to meet demands in school (and ultimately in the workplace)
- Provide more information/feedback/inservice to teachers about the PPA and its students
- Provide more assistance to students who are behind or experiencing difficulties in their school work
- Limit the numbers of parenting students or provide more staff to work with this group of students

D. Infant Centre Staff

1. Involvement in the Program

Five of the six full time staff had worked in the Infant Centre since the inception of the PPA. The sixth staff member was in her second year.

2. Knowledge about the PPA

Most of the Infant Centre staff indicated they had been satisfactorily informed about various aspects of the PPA. These included the objectives of the program, the roles/responsibilities of those involved in the program, expectations placed on students in the program, the nature of the parenting student population, and the progress/successes achieved in the program.

3. Roles/Responsibilities in the PPA

Infant Centre staff felt their roles/responsibilities in the program were, on the whole, satisfactorily defined. Factors which facilitated the performance of their duties included working relations with staff within and outside the Infant Centre. Indicated in this regard were the training and dedication of Infant Centre staff, the team approach taken in the program, and the support which the social workers and the nurse provided to Infant Centre staff. Factors which frustrated their job performance included difficulties encountered in accessing the nurse and the social workers, and curtailment of information-sharing resulting from the confidentiality stance of the social workers.

Improvements suggested by Infant Centre in the main concerned the need to increase support staff availability and information-sharing. In this regard, it was felt that improvements would lead to greater effectiveness of the team approach. Also indicated with some frequency was the need to improve various aspects of the day care facility itself.

4. Infant Centre Goals

Staff felt that the Infant Centre was successful in achieving its goals. Almost all indicated ratings of "much" success.

5. Future Directions

Infant Centre staff supported the continuation of the program and also recommended an expansion. Suggestions for expansion included its extension to junior high grades and to other schools in the city, and the enlargement of the Infant Centre facility.

E. PPA Team Members

PPA team members are the following:

School staff: Assistant Principals (2)
Guidance counsellors (2)
TAs (3)

Support staff: Social workers (2)
Nurse (1)
Infant Centre supervisory staff (2)

1. Involvement in the Program

Length of time in the program varied amongst team members. Infant Centre supervisory staff, the nurse, and one social worker had been part of Louise Dean II, and had continued on to the PPA when the original program was dissolved. Of the remaining team members, two (an Assistant Principal and guidance counsellor) had been with the program since its inception three years ago, one was in her second year (a TA), and four (an Assistant Principal, guidance counsellor, TA and social worker) were newcomers to the program and school.

The Assistant Supervisor in the Infant Centre was recent to the administrative position. At the time of the data collection, she had assumed the Acting Supervisor role for the period of time the Supervisor was on leave.

One guidance counsellor had functioned in a number of roles in the program. She had taught part of the parenting/CALM course and also served as a TA for the parenting students.

2. Changes in the Organization and Procedures of the Program Components

Changes in the organization and procedures of most of the program components were indicated by staff. Over the course of the program, more change occurred in the social work, health, and Infant Centre components compared to the AP, guidance, and TA components.

- The social work component was restructured. A social work coordinator was now sited at the Louise Dean School compared to earlier years when she was sited at the Ernest Manning School. In the new structure, the coordinator held responsibility for the supervision of Catholic Family Service's social workers both at Ernest Manning and Louise Dean schools. The new arrangement was viewed as advantageous in some respects but disadvantageous in others. The off-site coordinator was able to bring a different perspective to work conducted in the program. Maintenance of communications, however, became more difficult.

  Another structural change involved committee membership. The social worker membership changed from being part of the PPA Coordinating Committee to being part of the program's Health and Family Committee.

Social work representation on the PPA Coordinating Committee was assumed by the off-site coordinator. To an extent this change was perceived as disadvantageous. It was felt that current PPA Coordinating Committee members were distanced from the work being done with parenting students and also that front line workers had reduced opportunities for input into the administration of the program.

Another change was the turnover in social work staff since the inception of the program. The change was viewed as disruptive to the continuity of the program and the relationships built with the students.

- Committee membership was also identified as an area of change in the health component. The nurse indicated she had assumed a role on the Health and Family Committee whereas in an earlier stage of the program she served on the PPA Coordinating Committee. The school program specialist from Calgary Health Services became the health representative on the PPA Coordinating Committee. These changes were perceived as both advantageous and disadvantageous. In this regard, it was felt that the program specialist was better able to integrate the health component of the PPA with the general nursing program. On the other hand, however, the nurse became distanced from the information communicated in PPA Committee meetings.

- A number of changes occurred in the Infant Centre. The Supervisor assumed more administrative responsibilities and also played a larger role in committee work. The operating hours of the facility had been extended. Some changeover in staff had also occurred over the course of the program. All of the changes were perceived as positive.

A change indicated by an AP was the development of a new form to improve monitoring of student attendance. A change mentioned by a TA was the assignment of new students to one TA rather than distributed amongst three. Both positive and negative consequences were indicated with respect to this latter change. These are outlined later.

3. Current Organization of the Program Components

AP Role

APs indicated that their role vis-a-vis parenting students was, in the main, comparable to that taken with regular students. APs' responsibilities involved handling student attendance, discipline, and registration. They also liaised with other PPA team members on issues concerning parenting students' attendance and progress. APs felt the arrangements generally worked well.

Guidance Component

Guidance counsellors indicated that their services to both parenting and regular students were comparable, with the exception of personal counselling for parenting students which was assumed by the social workers in the PPA. The arrangement was considered satisfactory in some instances but dissatisfactory in others. According to guidance staff,

parenting students received the benefit of the counselling expertise of social workers and the time these professionals were able to devote specifically to this group. However, it was also felt that the arrangement contributed to a fragmented approach to counselling parenting students - neither the guidance counsellors nor the social workers had a total picture of the factors impinging on the students' well-being in school.

Mention was also made of the fact that guidance counsellors did not take part in intake or sit on any PPA committees. It was felt that guidance counsellors, as a result, tended to be uninformed about aspects of the program.

TA Component

Three TAs were assigned to work with the parenting student population. Students s[illegible]r to the program were assigned to one TA and more recent [illegible]udents to [illegible]e remaining two TAs. This arrangement, according to TAs, was both advan[illegible]geous and disadvantageous. Advantages included the opportunities which smaller groupings of students afforded for the development of relationships between the students and between the students and their TA. Also advantageous was the support which TAs themselves could provide to each other. Disadvantages included the disproportionate number of students assigned to one TA and the difficulty of another to coordinate programs and activities for incoming students spanning all three of the high school grades.

TAs also sat on the Health and Family Committee. TAs felt that membership provided opportunities for communication and the establishment of a good working relationship between PPA team members. The benefits from committee meetings, however, were limited by the fact that all three TAs were unable to attend at the same time. The result, according to one TA, was that an overview of the entire group of parenting students could not obtained in th[illegible] meetings.

Social Work [illegible]mponent

Social workers at Ernest Manning were part of the Catholic Family Service's (CFS) Pregnant and Parenting Program. The social workers were supervised by a coordinator who was sited at the Louise Dean School. Of the two social workers in the Ernest Manning segment of the CFS program, one was full time at Ernest Manning and the second usually spent one day a week at Louise Dean. Ernest Manning social workers travelled to Louise Dean for team meetings once a week. Ernest Manning social workers also met with the coordinator periodically to review their caseload.

Social workers perceived both advantages and disadvantages resulting from the current organization of their part in the PPA. On the one hand, there was a sense of freedom and independence at Ernest Manning, but on the other, ties to CFS and Louise Dean created feelings of being pulled in different directions. Also, in some instances, scheduling of off-campus activities (e.g., PD days, meetings) [illegible]onflicted with that of Ernest Manning. For the social worker who held a ca[illegible]eload at Louise Dean, the day at Louise Dean offered her some time away [illegible]rom counselling duties to organize and plan the upcoming week; however, the time spent at Louise Dean meant that

she was not available to students at Ernest Manning. The placement of two social workers at Ernest Manning also was thought advantageous with respect to the mutual professional support they could provide; however, the number of social workers was too small to provide the type of service - drop-in counselling - which would most benefit the parenting student population.

Health component

The nurse and the school program specialist constituted the Calgary Health Services staff in the program. The nurse served on the Health and Family Committee whereas the school program specialist served on the PPA Coordinating Committee. This organization, as previously mentioned, was found to be both advantageous and disadvantageous. The advantage was the the part the school program specialist was able to play in the program - the school program specialist was closer to the decision-making level of the nursing division, and therefore, in a better position to advocate for the PPA at a managerial level. The disadvantage was the nurse's removal from direct communication with the PPA Coordinating Committee and delays in receiving feedback from the off-site school program specialist.

Infant Centre

The supervisory staff indicated that the Infant Centre was divided into two rooms - the infant and toddler rooms. The Assistant Supervisor was in charge of the toddler room. The Supervisor, in addition to her overall managerial responsibilities, supervised and provided relief for staff working in the infant room. The Supervisor met regularly with the Principal of the school (who was the director of the Infant Centre), and also sat on the Health and Family Committee. Regular meetings were also held for staff within each room and for staff in the two rooms combined. Operating hours extended beyond school hours.

Supervisory staff, in the main, found the current organization of the Infant Centre satisfactory. Problems which emerged on occasion involved conflict between duties. The supervisor indicated that as a result of administrative functions which took her away from the facility, she was not always available to staff in the infant room when she was needed. The Assistant Supervisor indicated that administrative demands in some instances competed with the caregiver duties she carried.

4. Agency Objectives

Ernest Manning High School

APs, guidance counsellors, and TAs rated the extent to which the school was successful in achieving its objectives in the PPA. The objectives were as follows:

1. to provide instruction according to the Alberta curriculum
2. to assess educational level upon entry into the program
3. to plan an educational program to meet the needs of the individual

4. to evaluate rate of progress and level of achievement in individual courses
5. to monitor and report overall student progress and development
6. to provide leaving students with an awareness of educational and/or vocational opportunities available
7. to increase public awareness regarding the educational opportunities available for parenting adolescents.

Staff ratings indicated greater success in the achievement of some objectives than in others.

- Staff, on the whole, felt that the school was successful in providing the prescribed curriculum to parenting students, evaluating their progress and achievement in course work, and monitoring and reporting their overall progress and development. The systems in place at Ernest Manning and the PPA, according to staff, facilitated the successful accomplishment of these objectives. Obstacles to greater success in these areas were the students themselves. It was felt that factors such as the high absentee rate amongst the students, lack of commitment, and poor skills (academic, organization, coping) detracted from their ability to capitalize on the opportunities available to them in the school.

  Staff also felt that to some degree success had been achieved in increasing student awareness of the educational and vocational opportunities available to them. Obstacles described by staff, again, pertained mainly to the behaviour and attitudes of students.

- A range of views was indicated by staff in regard to the extent of the school's success in assessing students' educational level upon entry into the program and planning an educational program to meet their individual needs. Some staff felt that these objectives were, in the main, accomplished whereas others felt that variable or little success had been achieved.

  In the case of student assessment upon program entry, some students, according to staff, were easily processed - these generally were ones for whom records were available and who had been successful students in their former schools. Difficulties in placing students arose in instances where records were not available or when accepted students were in actual fact poor candidates for an academic program (former drop-outs, vocational students, students with an incomplete junior high). Compounding these problems was the student herself. According to staff, students might be appropriately placed, but due to poor attendance, not attain success in the program. Also, some students held unrealistic goals, and when little success was attained in reaching the goals, dropped out of the program.

  In regard to planning an individualized educational program, staff generally felt that the approach at school was designed to accommodate a variety of needs. However, little success was attained in the case of students who were unable to take advantage of the educational opportunities available to them. These included students functioning at a low academic level and those who, for various reasons, attended school irregularly.

- Divergent views were also expressed with respect to the success the school achieved in increasing public awareness of the educational opportunities available for parenting adolescents. Some staff felt that success, at least to some degree, had been achieved in meeting this objective - a variety of processes were in place to promote public awareness of the PPA. Others felt that efforts on the part of the school were not as extensive as they could be. A number of problems were identified as limiting factors. These included: no ownership of the public relations role on the part of the school, low profile of the PPA maintained by school administration, and lack of support for the program and parenting students on the part of factions in the school.

Catholic Family Service

Catholic Family Service stated objectives in the program were as follows:

1. to determine the clients' developmental level
2. to improve the parenting skills of the adolescent mother
3. to increase the clients' social support systems
4. to increase the clients' knowledge of community resources
5. to increase public awareness regarding adolescent parenthood

Social workers indicated that, for various reasons, the assessment tool used to determine developmental levels was no longer used extensively with the parenting student population. In regard to the remainder of the objectives, the social workers felt these had been achieved within the limits imposed by time and opportunity. It was felt that more could be accomplished if class time was extended in the parenting course; additional time would offer greater opportunities for the young mothers to share their knowledge and experiences, learn from each other, and build a support network. Greater access to the students would also contribute to social worker effectiveness. Suggestions proposed by the social workers in this regard included the extension of daycare hours to increase the time students had available to meet with their social workers, and time built into the TA period in which social workers could access students who were not taking the parenting class. Also suggested was greater inclination on the part of staff in the school to refer students to social workers when warranted. It was felt that some staff in the school were attempting to help students with personal problems which could be better handled by social workers with training in these particular areas.

Another concern identified by social workers involved efforts made to promote public awareness of adolescent parenthood. A problem encountered in this regard was the lack of coordination between the various components in the program in staging or supporting promotional activities. Activities in which greater collaboration was needed included media coverage of the program and parenting students' participation in peer support programs such as the Teen Parent Friend Program and Junior League.

Calgary Health Services

Calgary Health Services objectives in the program were as follows:

1. Health promotion - to foster and reinforce the achievements of healthy lifestyles, sound health practices and behaviours, and positive adjustments to life span changes by parenting adolescents and their children, with a focus on postpartum health
2. Health protection - to protect infants, preschoolers, and parenting adolescents against communicable diseases, family violence, injuries, accidents and selected environmental hazards
3. Health problem prevention - to prevent the onset or limit the duration and effect of specific health problems of parenting adolescents and their children and the consequences of those health problems
4. Community support services - to facilitate the development and use of appropriate health related services for infants, preschoolers and parenting adolescents within the community.

The nurse indicated that time limited the extent of success achieved in meeting stated objectives. Her efforts, due to her limited time in the school, were concentrated on health promotion and protection - objectives which were targeted through her work in the parenting course and in the daycare. Satisfactory progress was indicated in health protection, much of which was credited to the Infant Centre staff's reinforcement of good health, nutrition, and safety practices, and their referral of problems to the nurse. Health promotion, according to the nurse, was achieved to the extent possible within the time frame available to instruct and counsel students. Some progress had also been made in regard to health problem prevention; however, little time was available to follow-up concerns. Least success was achieved in promoting student awareness of health related services available to them in the community; too little time was left to identify student needs and recommend resources.

Infant Centre

Infant Centre stated objectives were as follows:

1. to meet each child's individual needs with consideration for physical, social, emotional, and cognitive development
2. to treat each child respectfully in all disciplinary matters
3. to enable parents to work closely with the child's primary caregiver so that a trusting bond develops between the parent, child, and caregiver
4. to ensure the primary caregiver is available on an individual basis to meet with parents to discuss the child's progress and any area of concern.

Supervisory staff felt that objectives were generally well met. They indicated that much of the success was the result of the quality of their staff. All staff members qualified in early childhood education; they were trained to identify children's developmental levels and to provide appropriate activities to stimulate growth. Supervisory staff also felt that satisfactory practices were in place regarding child discipline; these were based on the principle of guiding positive behaviour rather than the use of punishment.

As well the system of assigning children to a primary caregiver was considered effective in promoting a good relationship between the caregiver and the mother/child, and in promoting communication. Many opportunities were available during the day for mothers and caregivers to exchange information on an informal basis. Arrangements could also be made for private meetings.

A few obstacles were indicated by supervisory staff. Some problems were encountered in meeting the needs of toddlers in the existing facility. Also of concern on occasion were relations with the young mothers. In some instances, parents did not understand or support the disciplinary approach taken in the Infant Centre. As well, on occasion mothers and the primary caregivers were slow to connect or did not connect.

5. Multidisciplinary Approach

Roles/Responsibilities

Various views were expressed by PPA team members regarding the clarity of their roles/responsibilities. Some felt that their roles/responsibilities were satisfactorily defined; clarification, according to these individuals, had evolved over time and experience in the program. Others felt that although roles were well defined, their performance was frustrated by various circumstances encountered in the program. Yet others felt that some roles/responsibilities were well-defined whereas others lacked clarity. Identified concerns involved overlapping roles, uncertainties about the part played by various team members, and insufficient commitment on the part of some staff to their roles and the program. Overall, most if not all team members encountered frustrations in performing their jobs and/or identified ways in which circumstances could be improved in order to facilitate their performance of various duties.

Areas of concern which were identified with some frequency included the following:

- Organizational structure of program

  Social work and nursing staff indicated the need to clarify the responsibilities they held in regard to the Principal of the school. The relationship was unclear as to the lines of authority extending between staff reporting to agencies outside of the school and the school Principal. These staff had no official contact with the Principal in the current organizational structure of the program.

- Operation of the program

  Some team members felt the program was not run very well. Identified concerns involved inadequacies in communication, organization, and coordination. Also questioned was the leadership provided in the program. It was felt that there was a lack of commitment on the part of the school to the program, and that the efforts of staff attempting to do their best for the parenting student population were being undermined

by those who were not supportive of the program. Assignment of a coordinator to take charge of the program was suggested.

- Time and access

The social workers and nurse indicated limited time and access to students as constraints imposed on their work in the school. Infant Centre supervisory staff too encountered time pressures - these involving delays in accessing the services of the social workers and the nurse when they attended to off-campus responsibilities.

Time pressures were also mentioned by APs and TAs. Indicated difficulties were the number of demands placed upon them and the need to structure time to accomplish all that was required. An AP sought to reorganize various responsibilities in order to free time for more important obligations. The Assistant Supervisor of the Infant Centre also would have appreciated a redistribution of her time - more time out from child caretaking duties to attend to administrative matters. The extension of day care hours would also relieve pressures of too little time to attend to all matters.

- Counselling role

Guidance counsellors indicated that various difficulties emerged from the delegation of personal counselling to social workers. One problem evolving from the division of responsibilities was guidance counsellors being unaware of the personal background and needs of parenting students, information which would be of use in counselling the students in educative matters. Also a problem source was the uncertainty generated about the boundaries of the guidance counsellor role. In this regard, guidance staff indicated uncertainty about when to direct students to social workers and if referral, in some instances, was in the best interests of the stud One guidance counsellor felt that a better, more cohesive approach w needed. She recommended that one person take the responsibility of providing direction to a student.

Overlapping responsibilities between social workers and TAs were also identified as a problem source. Social work staff indicated that boundaries were unclear as to when a problem was to be handled by a TA or referred to a social worker. Infant Centre supervisory staff too indicated that the overlapping roles lead to confusion as to which professional a student should be referred for help.

An additional concern identified by social work staff involved their obligations in the case of students who did not take advantage of the counselling services offered to them in the program. Needed was clarification of expectations by the funding agency and the school in this regard.

- Information-sharing

Information-sharing appeared to be an issue in the program. In this regard, guidance staff indicated uncertainty as to when personal information divulged to them in counselling was to be conveyed to

social workers. Social worker staff indicated conflicts arising from their professional obligation to maintain confidentiality of personal information and the expectations placed on them by other staff to share this information. A TA mentioned uncertainty as to what responsibilities other staff in the program had in regards to sharing information with TAs.

- Staff training/PD/inservice

  An area of need identified by some team members was the provision of an orientation for teachers (and TAs) in order to foster their understanding of the issues parenting students faced and the services provided to the students by the various disciplines involved the PPA. Also of value, would be the arrangement of general staff meetings to acquaint teachers with staff new to the PPA and to encourage teacher use of the resource.

  Mentioned as a frustration by TAs was their inexpertise in counselling students re: high school requirements. This responsibility was carried out more effectively as more experience was gained over time.

- Student factors

  Low rate of student success was identified as a source of frustration in working in the program - much time/energy was invested in this student population with so little success gained for one's efforts. Problems mentioned in this regard were little commitment to education on the part of the students, poor attendance, and acceptance of students incapable of coping with an academic program.

Operation

Two to three team members thought aspects of the multidisciplinary approach - cooperation amongst disciplines, communication and information-sharing, and follow-through of identified concerns - were functioning poorly. The remainder felt that these processes were functioning satisfactorily at least to some degree. Almost all, however, identified problems or suggested ways to improve their effectiveness and efficiency.

Most team members felt that extensive efforts were put forward by front line staff to work together to meet the needs of the students. Good working relationships had developed over time as well as a reliance on each other's contribution to the program. Communication processes in place, at least at the service delivery level, were thought to be a satisfactory means (at least potentially) of transmitting information between disciplines. Obstacles constraining the extent of the success of these aspects included the following:

- frustrations arising from differences in priorities, values, beliefs, and authority amongst the disciplines

- differences in perspectives regarding issues of importance in the program and poor lines of communication between front line workers and PPA administrators

- little support at the school administrative level for the wholistic approach to students (focus on academics to the detriment of other aspects of the student's life)

- compartmentalization of information; unequal efforts extended by disciplines to share information

- difficulties in arranging meetings/consulting with social workers and the nurse (due to their off-campus responsibilities)

- poor communications at the operational level of the program (poor attendance at meetings, inadequate collaboration between disciplines on occasion re: decision made to withdraw/transfer a student, little advance notification re: timetabling changes, scheduling of the parenting course)

- delays in the referral of students to staff in the program best able to deal with a problem

Other areas of concern mentioned particularly with respect to problems related to follow-through were the following:

- attitudes and behaviour of the students (little commitment, unwillingness to take advantage of the resources available to help them, failure to show up for appointments)

- time pressures (too little time available in meetings to address concerns, too busy APs to follow-up concerns re: parenting students)

- little attention paid to the operational aspects of the program (e.g., setting and communicating dates for intake, student orientation, etc.)

Decision-making strategies

Five of the team members indicated satisfaction with the decision-making strategies used to plan a course of action in the program. Seven indicated dissatisfaction. A concern mentioned by a number of the latter team members was the distance of the decision-makers - the PPA Coordinating Committee - from the work being done with students and the poor lines of communication between the program administrators and front line staff. Other aspects of concern to staff involved the direction taken in the program. In this regard, it was felt that aspects of the program (intake, orientation, the TA program) were not organized as well as they could be and that policies in place (e.g., student admission and withdrawal) were unclear or unsupported. Also, it was felt that a critical issue - the high drop-out rate - was not being addressed by program administration. Agencies' commitment to meeting parenting students' needs was queried.

Two team members indicated dissatisfaction with the extent of their participation in decision-making in the program. The remainder indicated at least some satisfaction in this regard. Most (8 of the 12) thought that decision-making strategies could be improved.

Organizational structure

Most team members felt that the current organizational structure of the PPA had not proved to be an (entirely) effective way of attending to the needs of students and their children and coordinating the efforts of agencies involved in the program. Problems and needs included the following:

- Some team members indicated that the structure, as originally intended, had not been implemented very well. In this regard, some committees did not meet. Also front line workers were not well represented at the PPA Coordinating Committee level. In total, it was felt that informal rather than formal processes were the means by which the program operated.

- Others described various problems which influenced the effectiveness of the structure. In this regard, communications were difficult to maintain with a large support network, particularly when some staff were not readily available for meetings. Changeover of staff created a disruption of services and support for students - a better transition was needed between outgoing and incoming staff. Needs were difficult to fulfill particularly when some team members (social workers and the nurse) were not available to students and staff on a full time basis. Also, in instances, the needs of students were difficult to define - education was not a priority for some and the success for others limited by various background factors. Attendance was an outstanding issue.

- Others indicated that little coordination had been achieved in the program so far. The approach was too fragmented to address needs effectively. Responses were reactive rather than proactive. Suggestions for improvement included more team building and the assignment of a coordinator to bring the people and program together. Also suggested was the assignment of one central person to provide direction to a student in the program.

6. Program Success

A number of program successes was indicated by team members. Those which were mentioned with some frequency included the following:

- an opportunity was offered to young mothers to continue their education in a regular high school setting

- an on-site (quality) day care was provided for the care of the students' children

- special needs of parenting students were addressed (e.g., knowledge about parenting promoted through the parenting course, role modeling of day care staff)

- much support was offered to the students
- personal growth was promoted in the program
- academic success was gained by some students (credits, graduation)

Mentioned most frequently in regard to areas in which little success had been gained were concerns about the high level of absenteeism, high drop-out rate, and poor academic progress of many students. According to staff, the school had yet to attend to these issues and the needs of students who were unsuccessful in the program.

7. Future Direction

Future directions proposed by team members, in the main, concerned the need to address identified problems limiting the program's success:

- organizational model of the program. Expressed was the need to review and revise the organizational model as it was not operating as envisioned. Suggestions for changes included the simplification of the model to include only the daycare and existing educational components. Also suggested was the development of a segregated program for parenting students staffed with professionals trained to work empathetically with the students and as a team to meet students' needs.

- program coordination. Suggested was the assignment of a coordinator to take charge of the program.

- student rate of success. Needs included the clarification of entry requirements, acceptance of students who have the ability to succeed in the program, and referral of those who do not qualify to alternatives which would better meet their needs. Also indicated was the need to develop strategies to help students gain greater success in the program (e.g., encourage better attendance, organize a support system outside the school).

- staff. A need to extend the hours the social workers and the nurse was indicated. Also indicated was the need to ensure that staff assigned to the program had values compatible with the program philosophy and that they received inservice re: needs of the parenting student population.

Other future directions mentioned by staff included the extension of the program to other parts of the city and better liaison between the Ernest Manning and Louise Dean programs.

F. PPA Coordinating Committee

1. Involvement in the Program

Four members composed the PPA Coordinating Committee. The Principal of Ernest Manning High School was the chairman. The Head of the Guidance Department at Ernest Manning served as the school representative on the committee. Representatives of the social work and health components of the program, respectively, were the Coordinator of Clinical Services, Catholic Family Service, and the School Program Specialist, Calgary Health Services. The Principal and the Head of Guidance had been with the program since its inception. The remaining committee members were in their first and second year with the program.

2. PPA Operation

Members of the Coordinating Committee judged some aspects of the operation of the PPA to be satisfactory whereas other aspects were in need of improvement. Views were as follows:

Support for the program

Coordinating Committee members indicated their agencies' commitment to the program and the parenting student population. Both Catholic Family Service and Calgary Health Services had targeted this population for some time and continued to extend services to young mothers both in and outside the program. CBE senior administration apparently also extended continued support for this special needs student population.

Funding was thought adequate in some respects but not in others. Funding for the daycare was considered adequate. Also considered adequate was Catholic Family Service's contribution to the program; this agency's representative felt that a reasonable complement of social workers had been allocated to Ernest Manning. Inadequate, however, was the staff allocated by CBE and Calgary Health Services. A CBE representative indicated that although compensatory staff were provided to the school, more was needed to meet the demands the PPA placed on staff. The Calgary Health Services' representative indicated that although a need for more nursing time was evident, there were no funds available for an increase.

Facilities, equipment, and supplies, for the most part, were judged satisfactory. This included the school facility itself, the day care facility, office space for support staff, and supplies for the parenting class.

Various PPA administrators commented on the excellent facilities provided in the day care. It was felt that it was well-supplied, staffed, and maintained. The staff were also judged excellent. One administrator felt that their teaching role in the program should be strengthened.

Staff

A number of concerns were identified in regard to staff. One area of concern involved the uncertainty attached to allocations. In this regard, no definite criteria had been established for the program by CBE; the allocation of compensatory staffing was reviewed each year. Also, in recent times, a change in allocation occurred within the social work component - a social worker was assigned to spend one day a week at Louise Dean. Other concerns involved the selection of staff for the program. One administrator indicated that the range of staff (i.e., guidance counsellors and TAs) eligible for the program was constrained to those who were female, accepting of young mothers, and willing to expend extra time and energy which work with this student population required. Another administrator, however, thought that more effort was needed to ensure that staff was suitable. It was felt that at the present time, some school staff assigned to the program were not supportive of parenting students nor in some instances, supportive of the role played by supporting agencies in the program. The impact of these individuals on students and staff was adverse.

Specialized curriculum for parenting students

Views of the parenting course were positive. According to some of the PPA administrators, a strength of the course was its development through the cooperative efforts of staff of multiple agencies who had experience with and understanding of the needs of young mothers. It also provided an avenue by which the support agencies were able to provide their services to the students, and demonstrated support on the part of the school for the work done by these agencies. Various needs were addressed in the course.

Functioning of the PPA Coordinating Committee

Members indicated that various changes to the Coordinating Committee had occurred over the course of the program. Membership now included only administrative representatives of the three participating agencies. A communication system had recently been put in place - use of binders - to help relay information of the committee's activities. One member felt that at this stage the committee could begin to function as originally envisioned - as an administrative body dealing with larger program issues.

Most members, however, felt that the committee was not functioning as well as it could. Problem areas included the following:

- unclear mandate, little sense of direction
- poor lines of communication between the committee and front line workers
- poor organizational structure (lack of clarity re: how individuals access the committee, at which level various decisions were to be made)
- poor organization of committee meetings

A need for a coordinator to organize the program was indicated.

Coordination of agencies' services

Committee members indicated that various processes were in place to facilitate the coordination of the multiple agencies involved in the program. Included were the following:

- agencies' endorsement of common goals in the program
- delineation of agencies' roles/responsibilities in the program guidelines
- use of binders to record and communicate program activities
- proximity of social workers and guidance to ease communications re: intake
- opportunities to table concerns presented at Coordinating Committee meetings
- delineation of decision-making authority (final decisions for intake are made by the Guidance Head; for matters involving the overall program and policies/procedures - the Principal; for matters involving staffing and scheduling - each agency's administration)
- overall leadership and guidance provided by the Coordinating Committee
- social work input into intake decisions
- administrative representation in lower level committees (social work coordinator chairs the Health and Family Committee).

Also indicated were the efforts on the part of program staff to work together to meet the needs of students.

Coordinating Committee members identified a number of problem areas which they felt detracted from the coordination of the program. Included were the following:

- conflicts arising from differences in mandates, values, and views amongst the agencies
- queried inter-agency support
- confusion resulting from the pursuit of two sets of goals - overall program goals and institutions' goal
- imbalance in the Coordinating Committee membership - two members from the school versus one from each of the remaining two partners; lack of clarity as to the function of the representative from the Guidance Department
- poor organizational structure (no student progress committee meetings, poor lateral linkages between committees; too complex structure - time in committee meetings could be better spent in working directly with the students)
- strong focus of the program on academics to the detriment of other needs of the parenting student
- fragmentation of services; insufficient commitment to the collaborative/ team process; little consultation amongst team members re: decision-making, planning courses of action
- inadequate communication (inadequate notification to Coordinating Committee members of plans/decisions made at an agency level which may impact upon the operation of the program; poor lines of communication between front line workers and the PPA Coordinating Committee; need to ensure effective communications in the binders)
- difficulties resulting from the administrative structure of the social work and health components (awkward lines of communication within the health

component; need to reaffirm periodically with the school the authority of the outside agency over the assignment of duties to their school-based staff)
- teacher uncertainty re: roles/responsibilities of members of various agencies
- lack of clarity amongst PPA staff re: their roles on various committees and the relationships between the committees
- confusion added by the formal and informal networks in place and also individual personalities
- overlapping roles in personal counselling - lack of clarity amongst school staff re: the boundaries between supportive and therapeutic counselling
- insufficient clarity at registration re: expectations placed on students to meet with social workers
- lack of clarity re: supporting agencies' access to office supplies/materials and secretarial services
- unsatisfactory strategies in place (more crisis management than a proactive approach; acceptance of students functioning at a junior high level; acceptance of parenting students at Louise Dean)

Overall management of a multidisciplinary program under the auspices of the CBE

Various aspects of this organizational structure were considered satisfactory. A prime advantage identified by a Coordinating Committee member was the opportunity this structure afforded to parenting students to take a normal route through school. Parenting students were integrated in a regular school environment with access to a full complementary educational program. On-site support agencies served to help keep the young mothers in school. Also considered satisfactory was the operation of the daycare under the directorship of the Principal of the school, and the opportunities for input afforded to supporting agencies through the Coordinating Committee. One member felt that the school had done a good job in building the program.

Problems identified by Coordinating Committee members, in the main, involved difficulties encountered in operating a multidisciplinary program and areas of concern which members felt the school or program needed to address. Difficulties included conflicts which arose due to politics, overlap, and inequality of the three participating agencies. Needs included the following:

- better coordination of the program
- better representation of the support agencies at the initial student intake meeting
- more school sensitivity and support for the socio-emotional and health needs of parenting students
- clarification of the TA role and the provision of inservice re: working with the parenting population
- attention to the problem of the high drop-out rate/dysfunctional students in the program

Another area of concern identified by a member involved the function served by the Coordinating Committee. The actual authority of this committee was queried as management decisions apparently were made on a private basis prior to the meeting of the committee.

Accountability of staff to agencies outside the school system

Only one problem was identified in regard to staff accountability to agencies outside the school system. In this regard, the nurse reported to the district health office supervisor who was little involved in the program. The result was that the nurse to date had not received much direction in the program.

3. Program Success and Future Direction

In the main, Coordinating Committee members' views of program successes, outstanding areas of need, and future directions for the program were comparable to those indicated by PPA team members.

CONCLUSIONS

Major findings in the evaluation are the following:

1. Students, on the whole, supported the program. The majority indicated they benefited from various aspects of the program and felt that the needs of parenting students generally were well met.

   Problem areas which appeared to be of significance to a sizable minority of students concerned difficulties they experienced with respect to managing their studies, maintaining their attendance, and accessing APs, social workers, and the nurse.

2. Teachers, for the most part, felt that the school was generally successful in responding to the needs of parenting students. Problem areas identified by teachers involved the leniency of school policies re: attendance and its negative impact with respect to fostering students' acceptance of self-responsibility.

   Also a problem source for teachers was the information/feedback they received about the PPA and the parenting students in their class. A large percentage indicated they were not well-informed about these aspects.

3. Both supervisory staff and primary caregivers indicated general satisfaction with the operation of the Infant Centre. An appreciation of the assistance and quality of service provided in the Infant Centre was also indicated by the students and PPA staff.

   A need for greater access to the nurse and social workers was mentioned with some frequency by Infant Centre staff.

4. Social workers and the nurse tended to feel that institutional objectives within their respective components in the program were achieved to the extent possible within the limits imposed by time and opportunity. School staff indicated that some objectives of Ernest Manning High School in the program were achieved to a greater extent than others. According to school staff, various processes were in place to facilitate the accomplishment of the objectives. However, a number of factors constrained the school's success; many of these were related to the characteristics of the parenting students and their inability or unwillingness to take advantage of the various educational opportunities available to them in the school.

5. PPA team members and Coordinating Committee members identified both strengths and weaknesses of the operation of the multidisciplinary approach. Most felt that improvements were needed to enhance the effectiveness and efficiency of the approach. Areas of need mentioned with some frequency involved communication, organization, coordination, and leadership of the program. Also an area of need identified particularly by staff of the supporting agencies was greater support on the part of the school for the wholistic approach to meeting students' needs and greater use of the services offered by social workers and the nurse in this regard. Suggested by various staff was the

assignment of a coordinator (committed to the multidisciplinary concept and to meeting the needs of parenting students) to take charge of the program.

6. Staff was identified as an issue by many PPA staff. Needs included more school time from the nurse and social workers, and more compensatory staff for the program from the CBE. Also indicated as needs were the assignment of staff to the program whose values were compatible with the program philosophy and the provision of inservice to those who became part of the program.

7. A shortcoming of the program, according to various staff, was the low success rate achieved with the parenting student population. This problem required attention in future programming.

APPENDICES

APPENDIX A

Program Guidelines

ERNEST MANNING HIGH SCHOOL

PROGRAM FOR PARENTING ADOLESCENTS

An Educational Opportunity for Parenting Adolescents
offered by
the Calgary Board of Education
in partnership with
Catholic Family Services and Calgary Health Services.

April, 1989

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ERNEST MANNING HIGH SCHOOL

PROGRAM FOR PARENTING ADOLESCENTS

A. PHILOSOPHY

The Program for Parenting Adolescents is dedicated to the development of the whole student by means of the recognition of the unique qualities, abilities and needs of each individual student.

Through a multi-disciplinary approach, co-ordinated by Ernest Manning High School, the parenting adolescents can gain confidence, develop independence and assume the responsibilities of parenthood.

The Program combines the resources of the Calgary Board of Education, Catholic Family Services and Calgary Health Services.

B. PROGRAM GOALS

The Program

(a) provides an opportunity for young parenting adolescents to continue their education in close association with the care of their children,

(b) provides a scholastic program based on standard school curricula but with an emphasis pertaining to the special needs of this high school population,

(c) provides ongoing personal counselling and group counselling to parenting adolescents and their families and makes necessary and appropriate referrals,

(d) provides information, support and counselling in the areas of health and family planning,

(e) provides assistance to students to formulate realistic career goals and attain entrance requirements for further education or careers,

(f) provides the opportunity for a comprehensive child care program which offers quality care for children six weeks to 35 months and enhances existing parenting skills.

C. ROLE OF ERNEST MANNING HIGH SCHOOL

Mandate

-- to provide the opportunity for parenting adolescents to pursue realistic educational goals within the context of a regular high school program.

Institution Objectives

1. to provide instruction according to the Alberta curriculum,
2. to assess educational level upon entry into the program,
3. to plan an educational program to meet the needs of the individual,
4. to evaluate rate of progress and level of achievement in individual courses,
5. to monitor and report overall student progress and development,
6. to provide leaving students with an awareness of educational and/or vocational opportunities available,
7. to increase public awareness regarding the educational opportunities available for parenting adolescents.

How Program Goals Are Achieved

(a) Provides an opportunity for young parenting adolescents to continue their education in close association with the care of their children

T.A.

-- T.A. participation is a requirement for students attending Ernest Manning High School.

Guidance

-- communication to other Calgary Board of Education schools about programs

(b) Provides a scholastic program based on standard school curricula but with an emphasis pertaining to the special needs of this high school population

T.A.

-- ongoing supervision

  -- credits
  -- achievement
  -- attendance
  -- general level of success
  -- referral to Resource Teacher
  -- referral to administration
  -- course selection

-- Learning Styles

  -- testing
  -- general interpretation

Guidance

-- initial registration and placement
-- attendance referral
-- Work Experience
-- Community Services
-- specific Learning Styles interpretation application

(c) Provides ongoing personal counselling and group counselling to parenting adolescents and their families and makes necessary and appropriate referrals

T.A.

-- ongoing support
-- student advocacy
-- referrals -- counsellors
-- Catholic Family Services
-- administrators

Guidance

-- personal counselling
-- referrals -- Catholic Family Services
-- social worker
-- Students Finance
-- appropriate outside source

(d) Provides information, support and counselling in the areas of health and family planning

T.A.

-- generalized information
-- support
-- referrals -- Guidance
-- Catholic Family Services
-- Calgary Health Services
-- miscellaneous

Guidance

-- personal counselling
-- referrals -- Catholic Family Services
-- Calgary Health Services
-- outside agencies
-- sexuality workshops

(e) Provides assistance to students to formulate realistic career goals and attain entrance requirements for further education or careers

T.A.

-- provides assistance to students to formulate realistic career goals and attain entrance requirements for further education or careers
-- career information
-- post-secondary requirements

Guidance

-- Choices
-- C.O.P.S.
-- career counselling
-- administration and interpretation of personality inventories
-- post-secondary orientation/registration
-- Summer School orientation/registration
-- Night School orientation/registration
-- Adult Education orientation/registration

D. ROLE OF CATHOLIC FAMILY SERVICES

Mandate

-- to provide social work services within the multi-disciplinary context of Ernest Manning High School to parenting adolescents and their significant others.

Agency Objectives

1. to determine the clients' developmental levels,
2. to improve the parenting skills of the adolescent mother,
3. to increase clients' social support systems,
4. to increase the clients' knowledge of community resources,
5. to increase public awareness regarding adolescent parenthood.

How Program Goals Are Achieved

(a) Provides an opportunity for young parenting adolescents to continue their education in close association with the care of their children

-- assessment interviews

(b) Provides a scholastic program based on standard school curricula but with an emphasis pertaining to the special needs of this high school population

-- parenting group(s)
-- topical issues group
-- individual, family and couple counselling

(c) Provides ongoing personal counselling and group counselling to parenting adolescents and their families and makes necessary and appropriate referrals

-- individual family and couple counselling
-- peer support group
-- parenting group(s)
-- topical issues group
-- grandparents group

(d) Provides information, support and counselling in the areas of health and family planning

-- individual, family and couple counselling
-- topic sessions
-- parenting group(s)
-- grandparents group

(e) Provides assistance to students to formulate realistic career goals and attain entrance requirements for further education or careers

-- educational talks
-- brochures, pamphlets
-- television, radio and newspaper coverage

E. ROLE OF CALGARY HEALTH SERVICES

Mandate

-- health services are provided by Calgary Health Services, Nursing Division to this program to enhance optimal health of the students and their children based on principles of promoting sound decision-making and healthy lifestyle.

Agency Objectives

1. Health Promotion

-- to foster and reinforce the achievements of healthy lifestyles, sound health practices and behaviors, and positive adjustments to life span changes by infants, preschoolers and parenting adolescents, with a focus on postpartum health.

2. Health Protection

-- to protect infants, preschoolers, and parenting adolescents against communicable diseases, family violence, injuries, accidents and selected environmental hazards.

3. Health Problem Prevention

   -- to prevent the onset or limit the duration and effect of specific health problems of infants, preschoolers and parenting adolescents and the consequences of those health problems.

4. Community Support Services

   -- to facilitate the development and use of appropriate health related services for infants, preschoolers and parenting adolescents within the community.

How Program Goals Are Achieved
(see Community Health Nursing Objectives document)

(a) Provides an opportunity for young parenting adolescents to continue their education in close association with the care of their children

   -- health promotion, protection, prevention and Community Support Services

      -- Consultant, P.P.A. Team (to include all staff involved in the Program for Parenting Adolescents)
      -- Group facilitator for Parenting
      -- Member, Health and Family Committee
      -- Individual counselling
      -- Member, P.P.A. Committee

(b) Provides a scholastic program based on standard school curricula but with an emphasis pertaining to the special needs of this high school population

   -- health promotion, protection, prevention and Community Support Services

      -- Group facilitator for Parenting

(c) Provides ongoing personal counselling and group counselling to parenting adolescents and their families and makes necessary and appropriate referrals

   -- health promotion, protection, prevention and Community Support Services

      -- Individual counselling
      -- Group facilitator for Parenting

(d) Provides information, support and counselling in the areas of health and family planning

   -- health promotion, protection, prevention and Community Support Services

-- Consultant, P.P.A. Team
-- Facilitator for Parenting
-- Member, Health and Family Committee
-- Individual counselling

(e) Provides assistance to students to formulate realistic career goals and attain entrance requirements for further education or careers

-- health promotion, protection, prevention and Community Support Services

-- Individual counselling (health-related)

(f) Provides the opportunity for a comprehensive child care program which offers quality care for children six weeks to 35 months and enhances existing parenting skills.

-- health promotion, protection, prevention and Community Support Services

-- Consultant, Day Care staff, P.P.A. team
-- Facilitator for Parenting

F. ROLE OF ERNEST MANNING INFANT CENTRE

Mandate

-- to provide individualized quality care for the children of parenting adolescents while those parents are attending classes.

Facility Objectives

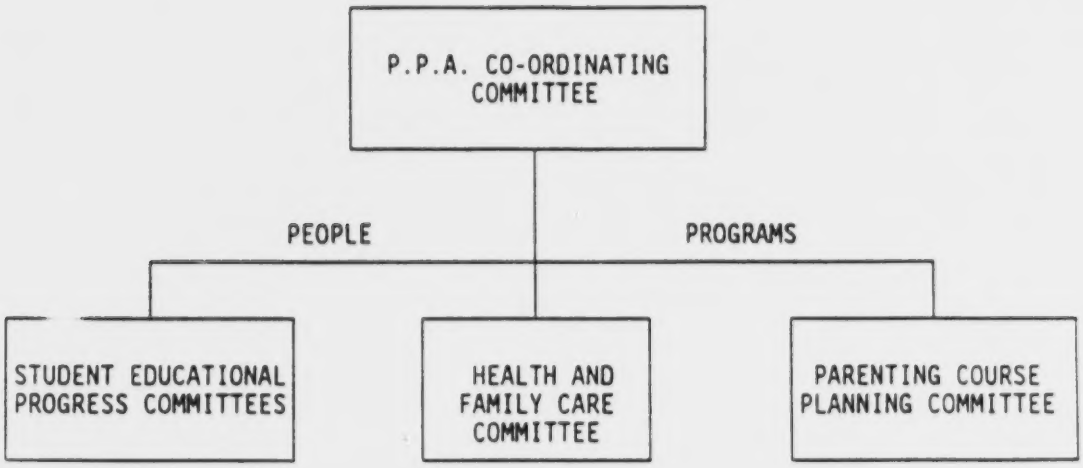
1. to meet each child's individual needs with consideration for physical, social, emotional and cognitive development,
2. to treat each child respectfully in all disciplinary matters,
3. to enable parents to work closely with the child's primary caregiver so that a trusting bond develops between the parent, child and caregiver,
4. to ensure primary caregiver is available on an individual basis to meet with parents to discuss child's progress and any area of concern.

How Program Goals Are Achieved

(f) Provides the opportunity for a comprehensive child care program which offers quality care for children six weeks to 35 months and enhances existing parenting skills

-- as per operating regulations of provincially licensed Infant Centre

G. ORGANIZATIONAL MODEL



SUGGESTED ROLE AND COMPOSITION

P.P.A. Co-ordinator	-- Steering Committee responsible for achievement and evaluation of the objectives of the overall program
	-- Principal (chairman) Co-ordinator, Catholic Family Services Nurse Guidance Department Head
Health and Family Care	-- Discussion evolving around health and well-being of family unit
	-- Monitoring individual student's progress from a social, emotional and health perspective and developing an appropriate action plan
	-- Social Workers Nurse Infant Centre Supervisor Co-ordinator, Catholic Family Services (chairman) Teacher Advisors
Parenting Course Planning Committee	-- Responsible for educational planning within interfacing of T.A., C.A.L.M. and Parenting and its implementation
	-- Teacher Advisors Administrator Parenting Instructor C.A.L.M. Instructor (chairman)
Student Educational Progress Committees	-- Responsible for monitoring rate and level of academic achievement and planning the utilization of available resources to achieve same
	-- Assistant Principals (chairman) Social Workers Teacher Advisors

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H. SPECIAL OPERATIONAL PROCEDURES

1. Transition Period

Definition/Purpose

In an effort to assist parenting students who may be experiencing problems in achievement and attendance, a plan to establish a Transition Period has been developed. During this clearly defined time period a student would be withdrawn from the regular credit program and be allowed to concentrate on the areas in her life which were preventing her from being successful in the Ernest Manning academic program.

The following are guidelines developed by Fred Ring and Rita Gore to establish a "Transition Period" for use with parenting students at Ernest Manning High School.

Indicators

Two indicators that a student needed to be considered for this approach would be:

(a) Lack of achievement
(b) Lack of attendance

Who Consulted

Staff who would be consulted for input into the decision to change a student from the credit program to the Transition Period could include:

(a) Assistant Principals
(b) Community Health Nurse
(c) Day Care Workers
(d) Guidance Counsellors
(e) Social Workers
(f) Student
(g) Teachers
(h) Teacher Advisors

For What Reasons

This approach could be used in situations where there was demonstrated a lack of achievement or poor attendance related to the following areas:

(a) Finances
(b) Housing/Accommodation
(c) Stress related to relationship problems with boyfriend, parents, or others
(d) Illness -- child or mother or both

(e) Progress by student which raised question as to whether student could handle the academic expectations and workload
(f) Students entering the program on a "probationary status"

Time Period and Reinstatement

The length of time of the Transition Period could vary from one week to six weeks. The time period and the decision to reinstate the student or refer them to another setting would be made by the Assistant Principal in consultation with the social worker. (Information to make this decision would be obtained from student and staff involved with the student during the Transition Period.)

Reinstatement dates would, if possible, coincide with regular entry dates.

Activities During Transition Period

The student remains registered in the school during the Transition Period. She would be allowed to continue the use of the Infant Centre. The student would be on an individual program directed by the social worker which would be designed to address the specific needs of the parenting student. (Thus, both Calgary Board of Education and/or Community Agency resources could be utilized.) The student's willingness and ability to address the areas of identified need would be major considerations in decisions regarding reinstatement into the regular credit program.

2. Orientation

Purpose: Establish an orientation policy and procedure to the Ernest Manning Parenting Program

Purpose of the Orientation

-- to provide incoming students information as to the goals and objectives of the P.P.A. Program

-- to increase the student's feeling of commitment, understanding and sense of belonging to the Ernest Manning Parenting Adolescent educational program

-- to enhance a student's ability to access the resources available to them through the team approach

-- to allow them to experience increased academic and personal success

Measurable Objectives

-- decrease in student absenteeism
-- increased student academic success
-- increased use of the available resources

Orientation Schedule

-- at each entry point during the year an orientation will be provided to all incoming students

Suggested Format

-- students are welcomed to the Ernest Manning Parenting Adolescents Program

-- a representative from each agency and/or discipline makes a short presentation on their services, i.e.

Calgary Health Services	--	Community Nursing Services
Calgary Board of Education	--	Day Care Services T.A. -- structure and purpose Assistant Principals -- school policies and procedures Guidance Department -- academic program
Catholic Family Services	--	Counselling services, individual, couple, family and group work

Time Frame

-- the proposed time frame would be from 1:00 to 3:00 p.m. on the Thursday prior to the established entry dates set up by the school

APPENDIX B

Results

B. Results

1. Format

The Result Section includes the questions posed to each group participating in the evaluation and their responses. Statistics are provided for data obtained from rating scales. Frequency counts are provided for responses made to open-ended questions.

Current Student Questionnaire

Background Information

1. How old are you?

Years	N	%
16	1	3
17	5	16
18	9	28
19	13	41
20	2	6
21	2	6
Total	32	100

Mean = 18.5 S.D. = 1.14

2. In what grade are you?

Grade	N	%
10	4	12
10/11	1	3
11	7	22
12	19	59
No reply	1	3
Total	32	99

3. In how many courses are you currently registered?

Number	N	%
2	2	6
3	20	63
4	9	28
6	1	3
Total	32	100

4. In what school year did you enter the PPA?

Year	N	%
1989 - 90	22	69
1988 - 89	8	25
1987 - 88	2	6
Total	32	100

5. In what month did you enter the PPA?

Month	N	%
Feb.	8	25
Sept.	21	66
Oct.	2	6
Dec.	1	3

6. Were you a student at the Louise Dean School?

Response	N	%
Yes	22	69
No	8	25
No response	2	6
Total	32	100

7. How long were you out of school prior to your enrolling in the PPA? (Note: Exclude summer months)

Months	N	%
0	6	19
1 - 6	14	44
7 - 12	3	9
13 - 18	2	6
19 - 24	4	13
25 - 30	1	3
31 - 36	1	3
No response	1	3
Total	32	100

8. Please indicate the number of children you have and their ages.

N of children	N	%
One	32	100

Months	N	%
1 - 6	3	9
7 - 12	13	41
13 - 18	10	31
19 - 24	1	3
25 - 30	3	9
31 - 36	1	3
No reply	1	3
Total	32	99

9. Where is/are your child(ren) placed while you are in class?

Placement	N	%
Ernest Manning Infant Centre	27	84
Day care	3	9
Mother/relatives	2	6
Total	32	99

10. Are you:

Response	N	%
Single	27	84
Married	4	13
Divorced	1	3
Total	32	100

11. What are your current living arrangements?

Response	N	%
Living alone	17	53
Living with parents/ relatives	7	22
Living with spouse/ commonlaw partner	6	19
Other*	2	6
Total	32	100

* shared accommodation (2)

12. What is your major source of financial support?

Response	N	%
Student finances	4	13
Social services	19	59
Parents	2	6
Spouse/commonlaw partner	2	6
Other*	5	16
Total	32	100

* Job (1)
Multiple sources (4)

13. In what part of Calgary do you reside?

Response	N	%
Southwest	17	53
Southeast	3	9
Northwest	8	25
Northeast	4	13
Total	32	100

14. Generally, by what means and how long does it take you to travel to the Ernest Manning High School?

Means	N	%
Walk	5	16
Bus	10	31
Car	7	22
No response	10	31
Total	32	100

Time	N	%
0 - 14 min	5	16
15 - 29 min	8	25
30 - 59 min	12	38
60 - 89 min.	5	16
90 +	2	6
Total	32	101

15A. To what extent have you experienced problems in the following areas during your attendance of the PPA?

Rating scale: 0 No reply
1 Not a problem
2 A minor problem
3 Occasional problem
4 Considerable problem
5 Very serious problem

Problems	0	1	2	3	4	5	M	SD
Maintaining your health	0	13	47	25	13	3	2.5	.97
Maintaining your child's health	3	31	22	28	16	0	2.3	1.08
Receiving adequate financial assistance	3	25	22	13	25	13	2.8	1.41
Receiving emotional support from family members	3	41	19	16	13	9	2.3	1.37
Finding adequate housing	6	38	28	19	0	9	2.1	1.22
Managing your finances	3	19	28	25	9	16	2.7	1.32
Coping with legal issues	3	56	9	19	13	0	1.9	1.13
Maintaining a satisfactory social life	6	31	31	19	6	6	2.2	1.17
Making and maintaining personal relationships	9	38	16	25	9	3	2.2	1.18
Balancing the demands of your school work and child	3	16	16	28	28	9	3.0	1.22

15B. Are there any other personal problems with which you contend while attending the PPA? If so, please explain what they are. (N = 14)

Attendance
- inability to meet attendance demands when child is ill and no one is available to babysit (2)
- tiredness, little sleep, difficulty in coming to school (1)
- poor health and attendance (3)

School work/time pressures
- criticism from teachers for getting behind but no praise for hard work (1)
- work load and time pressures (difficulty of getting homework done, getting to school on time, finding time for oneself and the child as well as doing homework) (2)
- difficulty of getting homework done (daycare hours too short to finish homework at school and too many demands at home to find time for homework) (1)

Social services
- difficulty of contacting various social service agencies when the offices are open only during school hours (1)

Personal
- immaturity re: understanding others' feelings and needs (1)
- stress, too little sleep (1)
- stress resulting from marital problems/divorce (2)
- no family in Calgary to help (1)

Orientation

16. Students who entered the PPA in the current school year were asked to take part in an orientation session prior to the beginning of classes. At the session, students were introduced to staff who played major roles in the PPA (e.g., Assistant Principals, TAs, guidance counsellors, the nurse, social workers, and Infant Centre staff), and were provided information about various aspects of the program. Did you take part in an orientation session?

Response	N	%
Yes	23	72
No	8	25
No reply	1	3
Total	32	100

If you responded "yes", please answer the following:

a) To what extent did the orientation session promote:

Rating scale
0 No reply/don't know
1 Not at all
2 A little
3 Some
4 Much

	0	1	2	3	4	M	SD
Your understanding of:							
- the objectives of the PPA	0	0	13	35	52	3.4	.71
- the role played by various PPA staff	0	0	17	48	35	3.2	.70
- how to access the services provided by the various agencies involved in the PPA	4	4	22	43	26	3.0	.82
Your feeling comfortable in the program	4	0	17	17	61	3.5	.78
Your getting acquainted with other parenting students	0	4	13	30	52	3.3	.86

b) Are there any ways in which you think the orientation session could be improved in order to be of greater value to incoming parenting students? (N=3)
- clarify staff roles (1)
- better organization of the orientation (1)
- provide information about the program to students prior to the orientation (e.g., by mail) (1)
- organize a welcoming committee on students' first entry into the school (comparable to that of Louise Dean) (1)

c) On the basis of your experiences, would you recommend the continuation of the orientation process for incoming parenting students?

Response	N	%
Yes	21	91
No	0	0
No reply	2	9
Total	23	100

Parenting/CALM Class

17. Have you taken the parenting/CALM class?

Response	N	%
Yes	30	94
No	2	6
Total	32	100

If you responded "yes", please answer the following:

a) In what year and semester did you take the course?

Year	N	%
1989 - 90	23	76
1988 - 89	5	17
No reply	2	7
Total	30	101

Semester	N	%
First	15	50
Second	3	10
No reply	12	40
Total	30	100

b) To what extent did the course promote the following:

Rating scale
0 No reply/don't know
1 Not at all
2 A little
3 Some
4 Much

	0	1	2	3	4	M	SD
• Your knowledge of:							
- child development and behaviour	7	0	27	33	33	3.1	.80
- health and nutrition needs of children	7	3	23	17	50	3.2	.94
- health and nutrition needs of mothers	3	7	33	37	20	2.7	.87
- safety and accident prevention in the home	3	7	17	30	43	3.1	.94
- effective parenting skills	7	13	10	30	40	3.0	1.05
- skills to cope with your dual role as a student and parent	3	10	43	23	20	2.6	.93
- practical skills to manage aspects of daily living	3	20	27	33	17	2.5	1.00
- community resources which are available to parenting students and their children	3	3	27	33	33	3.0	.87
• Confidence in your parenting role	10	10	13	33	33	3.0	.98
• Support amongst parenting students	7	7	3	40	43	3.3	.84

c) If you took the CALM part of the course, indicate the extent to which you gained knowledge of various career/job prospects available to someone of your interests and talents:

Response	N	%
1 - Not at all	4	17
2 - A little	3	13
3 - Some	9	38
4 - Much	8	33
Total	24	101

Mean = 2.9 S.D. = 1.05

d) To what extent was the parenting/CALM course of value to you as a parenting student?

Response	N	%
No reply	2	7
1 - Not at all	3	10
2 - A little	4	13
3 - Some	11	37
4 - Much	10	33
Total	30	100

Mean = 3.0 S.D. = .96

e) Are there any improvements which you think could be made in order to make this course of greater value to you? (N = 19)

Needs:

- more interesting, less boring material (1)
- more information:
  - targeting parenting of older children (2)
  - parenting (discipline re: toilet training, tantrums) (3)
  - child development and behaviour (1)
  - money management (3)
  - finding jobs, accommodations (1)
  - living on one's own (1)
- CPR training (1)
- more open group discussions re: health, nutrition, play time, etc. (1)
- more role playing (1)
- greater emphasis on parenting (less on stress management, self esteem) (2)
- more balance between self-parenting and being a parent (1)
- eliminate part dealing with condoms, prevention of pregnancies (1)
- make the course optional (2)
- extend to a full year course (1)
- present the CALM part prior to the parenting part of the course (allow time for the students to get to know each other prior to their discussing aspects of a personal nature in group work) (1)

Problems:

- too much emphasis on stress management (made one feel like a child) (1)
- treatment of students like children (1)

Consultation with PPA Team Members

18. Is it clear to you what functions the following serve in the PPA?

	No reply		Yes		No	
	N	%	N	%	N	%
Assistant Principals	1	3	21	66	10	31
Guidance counsellors	1	3	29	91	2	6
Teacher-advisors	1	3	28	88	3	9
Social workers	1	3	29	91	2	6
Nurse	1	3	30	94	1	3
Infant Centre staff	1	3	31	97	0	0

19. Do you know who to contact if you need help or advice in the following matters?

	Yes		No	
	N	%	N	%
Timetabling/course selection	29	91	3	9
Progress in course work	26	81	6	19
Future careers, educational options	29	91	3	9
Personal concerns	31	97	1	3
Child/parenting concerns	30	94	2	6
Family/relationship concerns	30	94	2	6
Financial concerns	26	81	6	19
Housing/accommodation concerns	24	75	8	25
Health concerns	29	91	3	9

20. Have you encountered any problems in accessing the following professionals when you needed their help or advice?

	DK/NA		Yes		No	
	N	%	N	%	N	%
Assistant Principals	2	6	8	25	22	69
Guidance counsellors	0	0	5	16	27	84
Teacher-advisors	0	0	5	16	27	84
Social workers	1	3	7	22	24	75
Nurse	2	6	8	25	21	66
Infant Centre staff	0	0	1	3	31	97

21. To what extent do you feel comfortable in approaching the following professionals for help or advice if needed?

	NR	Not at all	A little	Some	Much		
	0	1	2	3	4	Mean	SD
Assistant Principals	0	38	22	22	19	2.2	1.14
Guidance counsellors	0	16	19	22	44	2.9	1.12
Teacher-advisors	0	13	19	22	47	3.0	1.07
Social workers	3	16	19	9	53	3.0	1.18
Nurse	0	19	19	16	47	2.9	1.18
Infant Centre staff	3	19	6	31	41	3.0	1.12

22. Indicate the extent to which you have sought help or advice from the following in a) the current school year and b) the past school year:

* N/A = not applicable = was not registered in PPA

	Current Year					
	N/A N/R 0	Not at all 1	Occasionally 2	Frequently 3	Mean	S.D.
Assistant Principals	6	44	44	6	1.6	.61
Guidance counsellors	6	19	47	28	2.1	.70
Teacher-advisors	3	6	28	63	2.6	.61
Social workers	6	16	44	34	2.2	.70
Nurse	3	25	59	13	1.9	.61
Infant Centre staff	3	13	25	59	2.5	.71

	Past Year					
	N/A N/R 0	Not at all 1	Occasionally 2	Frequently 3	Mean	S.D.
Assistant Principals	53	22	19	6	1.7	.70
Guidance counsellors	50	6	22	22	2.3	.68
Teacher-advisors	56	6	9	28	2.5	.73
Social workers	56	3	22	19	2.4	.61
Nurse	53	0	28	19	2.4	.49
Infant Centre staff	66	9	9	16	2.2	.83

Assistant Principals

23. a) What contact have you had with the Assistant Principals since you began the PPA, and b) what matters were addressed? (N = 28)

Contact
- never (2)
- once (2)
- twice (2)
- on occasion (1)
- a few times (1)
- several times (1)
- once a week (1)

Matters addressed
- registration (1)
- attendance/absenteeism (24)
- marks (1)
- permission re: off-campus activities while the child remained in the I.C. (1)
- smoking (1)
- well-being (1)
- help with what is going on in school (1)
- finances, school fees (1)
- various matters (recycling box, school pins, etc.) (1)

24. In what ways were they of help to you? (N = 22)

- None (5)
- (some) understanding, accommodation within the bounds of the rules (4)
- positive approach to students (honest, friendly, caring, supportive) (4)
- extension of time to pay school fees (1)
- advice given when needed (2)
- someone to talk to when help is needed (1)
- clarification of goals/options, expectations (2)
- modification of behaviour/attitudes - no longer skip classes (1)
- let the student stay in school (2)
- helped smooth troubles (e.g., with teachers) arising from absenteeism (1)

25. Are there any ways in which they could have been of greater help to you? (N = 23)

- none (10)
- more understanding re: pressures students handle outside of school, illnesses, reasons for absences, lates (7)
- parenting student exemption from rules re: attendance (1)
- more help re: motivation (1)
- less bureaucratic approach (1)
- better treatment of parenting students - as adults, people (1)
- clarification to new students re: role of the AP (1)
- greater accessibility/availability (1)
- formation of better way of meeting unfulfilled obligations re: school fees, e.g., payment in installments (1)
- bus pass for those who have a distance to travel (1)

Teacher-Advisors

26. With respect to the daily and weekly TA sessions scheduled for parenting students, please indicate:

a) the extent to which you feel the sessions are of benefit to parenting students

Response	N	%
No reply	1	3
1 - Not at all	2	6
2 - A little	6	19
3 - Some	14	44
4 - Much	9	28
Total	32	100

Mean = 3.0 S.D. = .86

b) the benefits you have received from the TA sessions (N = 28)

- none (2)
- encouragement, support, understanding (7)
- advice (2)
- help with any problems (3)
- help in timetabling (1)
- tracking of attendance, progress (1)
- help in courses, homework (5)
- discussion re: problems with teachers, subjects, absences, life, etc. (3)
- TA liaison with teachers, advocate for students with their teachers (1)
- chance to see other parenting students, development of peer support (3)
- opportunity to learn what is happening in the school (5)
- learn new things (2)
- a break between classes (2)
- information (unspecified) (1)
- information re: university applications, scholarships (1)
- information re: opportunities in the community, e.g., CPR courses, parenting classes (3)

c) what improvements could be made to make the TA sessions of greater benefit to parenting students (N = 20)

- none (14)
- make daily sessions compulsory (1)
- make sessions longer (1)
- attendance only when there are matters which need to be addressed (1)
- abolish the TA sessions (1)
- bring in speakers (e.g., the nurse to answer students' questions) (1)
- discuss concerns of students rather than TA concerns (1)
- use some of the TA periods to visit children in the Infant Centre (moms have little chance to visit them during the school day) (1)
- inform students they have the option of going to regular students' TAs (1)

27. Have you met with your TA on an individual basis?

Response	N	%
Yes	26	81
No	6	19
Total	32	100

If you responded "yes", please answer the following:

a) Did you meet to talk about the following:

	No reply		Yes		No	
	N	%	N	%	N	%
Your timetable/program of studies	0	0	22	85	4	15
Your learning and progress in course work	0	0	22	85	4	15
Future career and/or educational plans	1	4	17	65	8	31
Personal concerns	0	0	24	92	2	8
Child/parenting concerns	0	0	18	69	8	31
Family/relationship concerns	0	0	12	46	14	54
Housing/accommodation concerns	0	0	7	27	19	73
Financial concerns	0	0	9	35	17	65
Other (please specify)*	5	19	5	19	16	62

* Health and fitness programs (1)
Health (1)
Help and encouragement re: work, talking to the reporters, junior league (1)
No response (2)

b) To what extent was the TA of help to you?

Response	N	%
1 - Not at all	1	4
2 - A little	2	8
3 - Some	5	19
4 - Much	18	69
Total	26	100

Mean = 3.5 S.D. = .81

c) Are there any ways in which the TA could have been of greater assistance to you? (N = 22)

- no (17)
- need greater assistance (unspecified) (1)
- outline of future options (1)
- greater availabi . more contact (2)
- more help, und anding re: daily problems which students face (1)

Guidance Counsellors

28. Have you made use of the services offered by the guidance counsellors?

Response	N	%
Yes	26	81
No	5	16
No reply	1	3
Total	32	100

If you responded "no", please indicate the reasons why you have not made use of these services:
- no need (2) no desire (1) don't know (1)

29. If you have used the services of the guidance counsellors, please answer the following:

a) Did you meet to talk about the following:

	No reply		Yes		No	
	N	%	N	%	N	%
Your timetable/program of studies	0	0	24	93	2	8
Your learning and progress in course work	0	0	11	42	15	58
Future career and/or educational plans	0	0	18	69	8	31
Personal concerns	0	0	9	35	17	65
Child/parenting concerns	0	0	3	12	23	88
Family/relationship concerns	0	0	6	23	20	77
Housing/accommodation concerns	0	0	3	12	23	88
Financial concerns	0	0	8	31	18	69
Other (please specify)*	5	19	3	12	18	69

* scholarships (1)
no response (2)

b) To what extent were the guidance counsellors of help to you?

Response	N	%
1 - Not at all	0	0
2 - A little	6	23
3 - Some	9	35
4 - Much	11	42
Total	26	100

Mean = 3.2 S.D. = .80

c) Are there any ways in which the services of the guidance counsellors could be improved in order to be of greater assistance to you? (N = 19)

- None (14)
- greater accessibility (2)
- greater promotion of services offered re: career planning (1)
- more help, understanding re: daily problems which students face (1)
- less probing re: information about other students (1)

PPA Social Workers

30. Have you made use of the services offered by the social workers?

Response	N	%
Yes	26	81
No	5	16
No reply	1	3
Total	32	100

If you responded "no", please indicate the reasons why you have not made use of these services:

- unaware of social work services in the program: receive counselling from social workers external to the program (1)
- no need (4)

31. If you have used the services of the social workers, please answer the following:

a) Did you meet for the following purposes:

	No reply		Yes		No	
	N	%	N	%	N	%
Individual counselling	0	0	24	92	2	8
Couple counselling	3	12	3	12	20	77
Family counselling	2	8	2	8	22	85
Other (please specify)*	4	15	7	27	15	58

* no response (2)
to talk over problems (1)
personal reasons (1)
health concerns and attendance (1)
legal matters (1)
social service problems (1)

b) Did you meet to talk about the following:

	No reply		Yes		No	
	N	%	N	%	N	%
Your timetable/program of studies	0	0	8	31	18	69
Your learning and progress in course work	0	0	9	35	17	65
Future career and/or educational plans	0	0	18	69	8	31
Personal concerns	0	0	24	92	2	8
Child/parenting concerns	0	0	19	73	7	27
Family/relationship concerns	0	0	21	81	5	19
Housing/accommodation concerns	0	0	11	42	15	58
Financial concerns	0	0	16	62	10	38
Other (please specify)*	5	19	5	19	16	62

* legal matters (1)
counselling (1)
health concerns (1)
teen parent friend program (1)
no response (1)

c) To what extent were the social workers of help to you?

Response	N	%
1 - Not at all	0	0
2 - A little	2	8
3 - Some	7	27
4 - Much	17	65
Total	26	100

Mean = 3.6 S.D. = .64

d) Are there any ways in which the services of the social workers could be improved in order to be of greater assistance to you? (N = 17)

- None (10)
- more help obtained from social services re: housing and finances (2)
- less pressure re: making appointments to see social workers (1)
- greater accessibility/availability (3)
- need better informed social workers (1)

PPA Public Health Nurse

32. Have you made use of the services offered by the nurse?

Response	N	%
Yes	23	72
No	8	25
No reply	1	3
Total	32	100

If you responded "no", please indicate the reasons why you have not made use of these services:
- no need (4)
- have been in the program a short time to date (1)
- child is not placed in the daycare (1)
- phone the doctor for health information (1)
- no response (1)

33. If you have used the services of the nurse, please answer the following:

a) Did you meet for the following purposes:

	No reply		Yes		No	
	N	%	N	%	N	%
Concerns/advice re: parenting	0	0	18	78	5	22
Concerns/advice about your own health	1	4	13	57	9	39
Concerns/advice about your child's health	0	0	22	96	1	4
Information re: diseases, medication, etc.	0	0	15	65	8	35
Referral to a doctor	2	9	7	30	14	61
Other (please specify)*	6	26	3	13	14	61

* information obtained for a friend (1)
weighing of babies (2)
weighing of the mother and advice re: pregnancy (1)

b) To what extent was the nurse of help to you?

Response	N	%
1 - Not at all	1	4
2 - A little	1	4
3 - Some	7	30
4 - Much	14	61
Total	23	99

Mean = 3.5 S.D. = .79

c) Are there any ways in which the services of the nurse could be improved in order to be of greater assistance to you or your child? (N = 15)
- none (6)
- greater accessibility/availability (7)
- need a better informed nurse (1)
- less intrusiveness on the part of the nurse (1)

Infant Centre

34. If your child was never registered in the Infant Centre, indicate: (N = 3)

a) what arrangements you have made for the care of your child

- day home in which mother works (1)
- daycare (1)
- mother (1)

b) if you find these arrangements satisfactory Yes (2) No (1)

35. If your child is currently registered in the Infant Centre or had been in the past, please answer the following. (N = 29)

a) To what extent are/were you satisfied with the following aspects of the Infant Centre?

Rating Scale
1 Very dissatisfied
2 Dissatisfied
3 Neutral
4 Satisfied
5 Very satisfied

	1	2	3	4	5	Mean	S.D.
Care your child receives	0	0	10	17	72	4.6	.67
Infant Centre approach to guiding children's behaviour	0	3	7	31	59	4.4	.77
Infant Centre approach to stimulating children's learning	0	0	7	24	69	4.6	.61
Infant Centre approach to mothers	0	7	17	21	55	4.2	.97
The facilities	0	0	10	34	55	4.4	.67

b) Generally, how satisfied are you with the way that the Infant Centre is run?

Response	N	%
1 - Not at all	0	0
2 - A little	0	0
3 - Some	9	31
4 - Much	20	69
Total	29	100

Mean = 3.7 S.D. = .46

c) Are there any ways in which the Infant Centre could be improved in order to be of greater assistance to you and your child? (N = 21)

- none (5)
- extension of operating hours (5)
- expansion of services to include children older than three years (1)
- closer care of smaller children in the toddler room (1)
- better hygiene for the children (1)
- better approach to mothers (need greater understanding, treatment of students as equals, less intrusion into personal life of the students) (2)
- more circumspection re: sending children home (some with minor illnesses are sent home whereas more ill children are allowed to remain) (2)
- better communication to mothers of all the rules and regulations of the Infant Centre (e.g., verbally at orientation in addition to the information provided in the hand-out) (1)
- improve the facilities (2)
- repair equipment (e.g., fence in the I.C.) (1)
- improve cafeteria services (1)
- change to cloth diapers (3)

Education

36. What educational goals are you working toward at Ernest Manning (e.g., high school diploma, completion of your current grade)?
    - high school diploma (31)
    - no response (1)

37. How satisfactory do you feel your progress has been so far in working toward your academic goals?

Response	N	%
1 - Very satisfactory	7	22
2 - Satisfactory	12	37
3 - Neutral	4	13
4 - Unsatisfactory	5	16
5 - Very unsatisfactory	4	13
Total	32	101

Mean = 2.6 S.D. = 1.32

38. What factors are helping you gain success in school? (N = 30)
    - none (3)
    - the child (2)
    - support system (1)
    - the family (3)
    - mother babysitting the child while the student is in school (not miss class when the child is ill) (1)
    - friends, peer support (6)
    - support/understanding of the school, teachers (12)
    - all the support/encouragement received in the school (3)
    - Assistant Principals (1)
    - the TAs (5)
    - guidance counsellors (3)
    - social workers (2)
    - I.C./daycare workers (4)
    - staff of the PPA (1)
    - PACE (flexibility and allowances made by teachers) (3)
    - teacher assistance received in school work (1)
    - engagement in worthwhile activity (school) rather than doing nothing (1)
    - drive to get an education and a career/job support oneself and one's child (3)
    - willpower (1)
    - maturity (1)
    - good academic abilities (1)
    - high self esteem (1)

39. What factors are holding you back in school? (N = 28)
    - none (1)
    - poor attendance (3)
    - self, personal problems (2)
    - chaos in personal life (1)
    - family/marital problems (3)
    - no parental support for efforts re: completing high school (1)
    - poor health (5)
    - child's illness (no family support, no babysitter available, end up missing school) (6)
    - lack of time and sleep, worries (1)
    - responsibilities for the child/motherhood and their impact on school work; being a single mom (7)
    - difficulty in completing homework (not enough time) (3)
    - procrastination in getting work done when tired (1)
    - weaknesses in subjects (English and social studies) needed for an advanced diploma (1)
    - age - older student (1)

40. In general, how would you rate your level of academic achievement:

	Uncertain 0	Very Poor 1	Poor 2	Fair 3	Good 4	Excellent 5	Mean	S.D.
At Ernest Manning	6	6	13	19	38	19	3.5	1.15
At your former school	3	16	16	34	22	9	2.9	1.19

Paired t-test results: $p > .06$

41. In general, how would you rate your attitudes toward school:

	Uncertain 0	Very Negative 1	Negative 2	Neutral 3	Positive 4	Very Positive 5	Mean	S.D.
At Ernest Manning	0	3	0	19	31	47	4.2	.95
At your former school	3	28	3	25	22	19	3.0	1.48

Paired t-test results: $p < .001$

42. On the basis of your personal experiences at Ernest Manning, rate your agreement or disagreement with the following statements.

Rating Scale
0 Don't know
1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly agree

	0	1	2	3	4	5	M	SD
• The P.A.C.E approach to studies is advantageous for parenting students	6	0	3	19	31	41	4.2	.86
• The opportunity to enter a course at any of six points in a year is an advantage for parenting students	0	0	0	22	53	25	4.0	.68
• Teacher expectations of my course work are suitable for my abilities	3	3	13	6	53	22	3.8	1.03
• I am pressured to accomplish academic goals without regard to the personal problems with which I contend	9	13	22	22	22	13	3.0	1.26
• Teachers in this school care about me and my education	3	0	0	22	47	28	4.1	.72
• Teachers are understanding and supportive of parenting students	3	0	6	19	47	25	3.9	.84
• Teachers treat me as a mature individual	0	0	6	28	38	28	3.9	.89
• I can get help from my teachers when I need it	6	3	3	19	38	31	4.0	.98
• I have a good feeling about myself in this school	0	0	3	22	44	31	4.0	.81
• Attitudes of students in this school are positive toward parenting students	3	0	0	34	47	16	3.8	.69
• I have difficulty getting my homework done on time	9	6	3	22	31	28	3.8	1.13
• I can generally manage my course workload quite well	9	0	19	34	28	9	3.3	.91
• Attendance policies for parenting students are fair	9	19	13	19	38	3	2.9	1.23

43. To what extent do you think that the educational program at Ernest Manning is meeting the needs of parenting students?

Response	N	%
1 - Not at all	0	0
2 - A little	3	9
3 - Some	9	28
4 - Much	19	59
No reply	1	3
Total	32	99

Mean = 3.5 S.D. = .67

44. Are there any ways in which you think the approach taken at Ernest Manning might be improved in order to meet the educational needs of parenting students to a greater extent? (N = 13)

- None (5)
- more allowances made for parenting students re: absences (6)
- more support for working at home when the child is ill (1)
- availability of teachers when needed (e.g., to go on to another assignment) (1)
- tutors to help the students who have difficulties/get behind (1)

Time-Out

45. The PPA has in place a procedure which allows "time-out" from studies for parenting students to attend to personal problems affecting their progress in school. The student in this time period is withdrawn from the regular credit program and allowed to concentrate on the areas of her life which prevent her from being successful in her studies.

Have you taken "time-out" from your studies since entry into the PPA?

Response	N	%
Yes	10	31
No	20	63
No reply	2	6
Total	32	100

If you responded "yes", please answer the following:

a) How long were you out of school?

Time-Out	N	%
up to one week	3	30
one to two weeks	3	30
five to six weeks	1	10
seven to eight weeks	2	20
went to school part-time	1	10
Total	10	100

b) Did you take time-out for reasons concerning the following?

	Yes		No		No Reply	
Reasons	N	%	N	%	N	%
• Your illness	5	50	4	40	1	10
• Illness of your child.	5	50	3	30	2	20
• Problems with your finances	1	10	7	70	2	20
• Housing/accommodation problems	3	30	5	50	2	20
• Family/relationship problems	7	70	2	20	1	10
• Other (please specify)*	4	40	2	20	4	40

* Legal (1)
Personal (1)
Inability to cope with full time school work (1)
Job (1)

c) Did taking time-out prove to be a good decision for you? Please explain your answer.

Yes (7)
- decision-making time (goals, commitment to complete the school year) (2)
- time to ease stress (2)
- overcame illness (1)
- dealt with marital discord (1)
- resolution of problems (1)
- no response (1)

No (1)
- fell behind in school (1)

Yes and no (1)
- problems were resolved but it was difficult to feel positive about coming back to school (1)

No choice (1)

d) Could the school or staff who work with parenting students have been of greater assistance to you at this time? Please explain your answer.

Yes (3)
- more support/understanding (2)
- communication re: assignments (1)

No (4)

NR (3)

Goals of the PPA and Parenting Student Needs

46. How well do you think the PPA is achieving the following?

Rating Scale 0 Don't know
1 Very poor
2 Poor
3 Fair
4 Good
5 Excellent

Goals	0	1	2	3	4	5	M	S.D.
• Encouraging students to continue their education	3	0	0	16	34	45	4.3	.74
• Providing students with social and emotional support	3	0	3	19	44	31	4.1	.80
• Helping students to realistically plan for the future	3	3	0	22	44	28	4.0	.90
• Providing students with information and counselling in the areas of health and family planning	3	0	3	22	41	31	4.0	.82
• Providing a high quality nursery for the students' children	9	0	0	9	41	41	4.3	.66

47. Overall, how well do you think the PPA is meeting the needs of parenting students?

Response	N	%
1 - Very poor	0	0
2 - Poor	0	0
3 - Fair	3	9
4 - Good	16	50
5 - Excellent	11	34
Uncertain	2	6
Total	32	99

Mean = 4.3 S.D. = .63

48. In what ways does the PPA best serve the needs of parenting students? (N = 23)

- opportunity for young mothers to continue their education (7)
- PACE (1)
- opportunities for a better future for the child and mother (2)
- opportunity to realize goals (1)
- stabilization of young mothers lives (1)
- support (6)
- good/helpful advice (1)
- caring, understanding of the needs and problems of young mothers (4)
- acceptance in the school (1)
- treatment as adults (1)
- opportunity to learn about needs of children and oneself (1)
- building of self-esteem (1)
- information needed by parenting students (1)
- information re: community services (1)
- good child care/day care (2)
- onsite day care (5)
- subsidies for day care (1)

49. In what ways does the PPA fail to meet the needs of parenting students? (N =14)

- none (3)
- lack of understanding (1)
- lack of understanding re: absences/attendance and need for more leniency (4)
- imposition of too much pressure (2)
- little concern for students (just like in other schools) (1)
- insufficient help available for students who fall behind, have difficulties in doing school work (1)
- too short daycare hours of operation (2)
- no day care facilities for older children (1)
- too few PPAs provided in the city (1)
- little impact on those who do not want help, are unmotivated (2)

50. Would you recommend the PPA to others in circumstances similar to yourself?

Yes (28)

- chance for a better life (break the stereotype of young moms and their children) (4)
- opportunity to realize life goals (1)
- chance to stabilize one's life and plan one's future (1)
- opportunity to finish school, get an education (6)
- receive support, help when needed (especially beneficial for those who do not have a support network outside of school) (6)
- helpful program in many ways (2)
- chance to be with similar others (2)
- acceptance in the school (1)
- learn from teachers and other moms (1)
- some allowances made for parenting students (1)
- opportunity to learn new things (1)
- onsite day care (1)

NR (4)

51. Any concluding comments? (N = 8)

It's a great program. Thanks.

I'm generally satisfied with everything.

I would like to thank you for giving me the opportunity to make a life for my baby and myself and for giving me a chance to be an adolescent. It is nice to be me and not always my daughter's mother.

The program addresses a growing social problem and helps change the future of teen moms and their babies. The program breaks the poverty cycle. The money spent on this program is paid back when the moms become successful adults who can repay society.

Some mothers were not serious enough. Some mothers had other reasons for leaving the program. I would recommend this program to my friends who I feel are serious enough.

You should make this more known to students.

I feel there should be more schools implementing the PPA program around the city. Most of the problems concerning lates or attendance may be because of a poor means of transportation for mums. The program is so beneficial if the student is willing to work.

I think the program is very beneficial and a great help and support. There should be more like it. There should be more understanding from the vice principal. Some teachers should be a little more informed of the difficulties we come across and that we have a rough time.

Current Student Interview

1. How old are you?

Years	N	%
17	4	27
18	8	53
19	2	13
21	1	7
Total	15	100

2. In what grade are you?

Grade	N	%
10	1	7
10/11	1	7
11	3	20
12	10	67
Total	15	101

3. How long have you been in the PPA?

Entry	N	%
This year first semester	11	73
This year second semester	1	7
Last year	3	20
Total	15	100

4. When did you first learn about the PPA?

- Louise Dean (9)
- Health Services (when pregnant) (1)
- Years ago when sister/cousin attended Louise Dean (2)
- Long time ago when friends/self attended Ernest Manning (2)
- Mother was aware of the program (1)

5. For what reasons did you choose to enroll in the PPA?

- recommended by Louise Dean (1)
- natural progression from the Louise Dean School (1)
- desire to complete high school (4)
- opportunity to upgrade courses for university entrance (1)
- preference to go to school rather than go to work or sit at home (1)
- special program in place for young mothers (1)
- onsite day care (10)
- parenting course (2)
- comfort of having other young mothers in attendance (4)
- regular student population accustomed to young mothers (1)
- attended Ernest Manning in earlier years; liked the school; had friends here (3)
- pressured by social welfare (1)

6. Education

a) In what ways have you benefited from the type of education program offered at Ernest Manning?

Opportunities:
- high school diploma (1)
- go to school with other young moms (1)

Flexible programming:
- allowances made for parenting students (attendance, lates, deadlines) (4)
- chance to catch up when behind/miss school (7)
- time out when child hospitalized (1)
- less stress, pressures (self-pacing, can function independently but also have resources to help if needed) (2)
- self-pacing (work ahead in subjects found easy and take more time to work in subjects found difficult; keep ahead in all work in preparation for times when baby becomes ill and school missed) (2)
- good balance (take more time in subjects found difficult but also receive some pressure to finish the courses) (1)
- stretch course over the year (2)
- independent work; unit packages (1)
- alternative methods of learning - dependent upon own learning style, strengths and weaknesses (1)

Support/help:
- helpful teachers; accommodating, understanding, treat students as adults (6)
- much individual attention provided by teachers, extra worksheets (1)
- extra help available from the RT/resource room (2)
- support (caring people) (1)

Personal Development:
- growth of independence (1)

b) Have you encountered difficulties with any aspects of the Ernest Manning program?

No (1)

Yes (14)

- little self-discipline; need a more structured program (2)
- difficulty in some instances in managing self-directed studies, setting deadlines (1)
- difficulty in getting down to work (anticipation of failure before efforts made; need to be shown what to do; cannot work readily on one's own) (1)
- absences, difficulty in catching up, behind in some courses (4)
- too little understanding re: difficulties moms experience in getting to school and to class on time (illness, depression, getting the child settled in the day care) (2)
- too early start; difficulty in getting to school on time (1)
- less flexible programming at the 30 level due to preparation for diploma exams (1)
- extension of deadlines unfair to those who completed their work on time (1)
- difficulty at first - had been out of school for some time, took more difficult subjects in the beginning (1)
- difficulty in adjusting to larger class sizes at Ernest Manning (compared to former school) (1)
- difficulties in English (poor skills in the subject) (2)
- difficulty found in diploma subjects, preparation for exams (1)
- class disruption created by immature students, students not serious about their education (1)

c) Are you satisfied with the progress you have made so far at Ernest Manning?

Yes (10)
- high average (1)
- marks improving (2)
- gaining credits toward graduation (1)
- closer to graduation despite daily stresses (1)
- will receive a diploma - proof of accomplishment (2)
- graduating this year, but returning in the Fall to take courses which will help in getting a job (1)
- upgrading marks to get into university (1)
- intend to graduate and then go on to train in the medical field (1)

No (3)
- low marks; half of the work incomplete (1)
- short five credits to graduate this year; will need to pick up the credits through correspondence courses (1)
- poor progress credit-wise last semester; will need to go to summer school to catch up (1)

Yes & no (2)
- satisfactory progress in some courses but behind in others (1)
- generally satisfactory marks but find it difficult to be on time for classes (1)

d) Are there any ways in which the program might be improved in order to meet your needs to a greater extent?

Yes (12)

- more individualized programming (to enable faster pacing) (1)
- more structured programming (in some subjects) (1)
- closer monitoring of student progress for those who have difficulty working on their own/fall behind (1)
- more accommodation of different learning styles (1)
- a vocational program (e.g., Beauty Culture program, Work Experience type programming which would prepare one for a job) (2)
- aid students in completing high school (shorten periods to enable them to timetable more courses, put courses into more time slots) (1)
- more assistance from teachers (problem of large classes and little time for teachers to assist students having difficulties, resource teacher is not always available, need extra help/tutoring to make it through school) (3)
- extension of day care hours to enable students to meet with their teachers after school (1)
- ESL classes (1)
- change policies re: attendance (greater leniency, counselling rather than threatening letters sent home to parents) (3)

No (3)

- self-disciplined, home support which enable one to concentrate on studies (1)
- doing well (attendance is poor, but find catching up fairly easy) (1)
- very supportive, understanding teachers (1)

7. Assistant Principals

a) What function do you think the Assistant Principals serve in the PPA?

- monitor/counsel students re: attendance/lates (13)
- monitor student progress (2)
- counsel students/organize schedules re: courses, graduation (2)
- liaise with teachers for the student (1)
- counsel/refer students re: personal problems (2)
- permission slips to leave the school (3)
- process paperwork re: daycare (1)
- don't know (no contact with the APs) (2)

b) In what ways have they been of help to you?

- none (go to the AP only [illegible]n one is in trouble) (1)
- approach to students (u[illegible]standing, supportive, encouraging) (9)
- treatment the same as re[illegible]r students (1)
- attempts to do the best for [illegible]ne student (1)
- encourage/motivate the student to remain in school (1)
- discipline students re: attendance (3)
- permission to remain in school (1)
- informed relevant others reasons for absences (smooth over any difficulties which might emerge from absences) (2)
- work out a plan with teachers re: catching up on missed work (1)
- no response (no contact with APs) (2)

c) Are there any ways in which they could be of greater help to you?

No (7)
- nothing more can be expected (1)
- problems have to be sorted out on one's own (1)

Yes (6)
- more leniency re: attendance (2)
- treatment of students as adults (1)
- greater understanding re: what young moms face (2)
- greater accessibility (1)

No response (2) - no contact with APs

8. Guidance Counsellors

a) What function do you think the guidance counsellors serve in the PPA?

- organization of timetables/schedules (e.g., course changes, requirements, first period spares) (10)
- monitor attendance (1)
- monitor student progress (2)
- provision of information re: post-secondary studies, scholarships (6)
- assist students re: career planning, future goals (4)
- personal counselling/support (6)
- instruction in CALM (2)
- role model for single moms (1)
- resource secretary (1)
- don't know (no contact with guidance counsellors) (1)

b) In what ways have they been of help to you?

- as above (9)
- advocate for the student - help to get into a class which was full (1)
- support, someone to talk to about problems/experiences (3)
- assistance in decision-making re: pregnancy, future goals (2)
- none (CALM was commonsense type material, a repeat from junior high years) (1)
- no response (no contact with guidance counsellors) (1)

c) Are there any ways in which they could be of greater help to you?

No (11)
- little contact with guidance counsellors (1)
- few problems to address (1)

Yes (3)
- greater accessibility (1)
- provide students with more comprehensive information (various options available to them) so that they are better equipped to make decisions re: their education (1)
- provide handouts in addition to verbal information re: career options (1)

No response (1) - no contact (1)

9. Teacher-Advisors

a) What function do you think TAs serve in the PPA?

- support/(mother) for students (9)
- advocate for students (1)
- organize timetable/program of studies (4)
- assist students to form goals, work toward goals (1)
- monitor attendance (5)
- monitor student progress, marks (5)
- assist students with their school work (3)
- advise/counsel students re: problems with course work, teachers (5)
- follow-up referrals from teachers/talk to teachers re: student concerns (5)
- resource/sounding board for students re: personal problems (5)
- referral of students to resources (2)
- inform students re: school activities (5)
- testing re: learning styles (3)
- information re: living skills, community resources (2)
- information re: scholarships, post-secondary studies (2)
- permission to miss class (when tired, ill) (1)
- contact parents (1)

b) In what ways have they been of help to you?

- as above (8)
- friendship, support (1)
- encouragement to stay in school (2)
- encouragement to work harder (1)
- positive perspective encouraged (2)
- clarification of one's options and consequences of various choices (1)
- organized time-out to handle problems, relieve stress (1)
- opportunity in TA to get to know other parenting students, talk about common concerns (2)

c) Are there any ways in which they could be of greater help to you?

No (11)
- little more can be done (within the limits imposed by the school) (1)
- goals are clear; much support received from the family (1)

Yes (4)
- improve attitudes (evidence of TA denigration of young mothers to others outside of school) (1)
- greater availability (TA often busy, away) (1)
- straighten out student records (credits achieved, courses passed in earlier grades) (1)
- eliminate demand TAs; inform parenting students they have the option of going to regular TAs (1)

10. Social Workers

a) What function do you think the social workers serve in the PPA?

- support to students (5)
- advocate for young moms with the school/teachers (2)
- counsel/advise students on personal problems (14)
- family/couple counselling (2)
- counsel/advise students on problems re: school work (1)
- help students deal with social service/medical agencies (5)
- information/assistance re: finances, budgeting, accommodation (3)
- information re: community services, resources, courses (2)
- information re: parenting, single moms (2)
- instruction - parenting course, self-esteem (4)
- monitor progress/well-being (4)

b) In what ways have they been of help to you?

- as above (6)
- support, understanding (1)
- encourage growth of peer support (1)
- definition of problems (1)
- work out problems, find solutions (2)
- gain a different perspective (2)
- encouragement to stay in school (1)
- home visits (1)
- ride given to appointments (2)
- help with paperwork, forms (1)
- little contact with social workers; preference to use own family if any help is needed (1)
- no contact (1)
- little help - unable to resolve problems encountered with social services (1)

c) Are there any ways in which they could be of greater help to you?

No (6)

Yes (8)
- greater accessibility (3)
- deal with educational as well as personal matters for the student (e.g., attendance, lates, teacher referrals); have one person who the student trusts to handle all concerns (1)
- less pressure placed on students to make appointments (1)
- moderate counselling approach - praise overdone (1)
- influence social services to change the government social worker assigned to the student (1)
- more encouragement re: exploring various options for the future rather than moderating expectations to conform to the stereotype held of single moms on social assistance (1)

No response (1)
- no contact with the social workers (1)

11. Health Services

a) What function do you think the nurse serves in the PPA?

- resource for medical/health/nutrition information (10)
- resource for parenting/child development information (7)
- counselling/advice (5)
- support to students (5)
- referrals to the doctor/clinic (2)
- interpretation doctor's instructions, tests conducted, child's condition (2)
- liaise with other professionals re: finances (1)
- monitoring of babies (weight, health, immunization) (10)
- monitoring of mothers (health, nutrition, well-being) (4)
- instruction - parenting class (6)

b) In what ways has she been of help to you and your child?

- as above (4)
- gain in parenting skills (2)
- increase self-esteem re: being a good mother (1)
- improvement in health (self and baby) (1)
- improvement in nutrition (1)
- follow-up on concerns (1)
- calm fears/provide reassurance (2)
- good approach to mothers - provide information and leave decision-making up to the individual (1)
- little help - inappropriate advice given by the nurse (1)
- little contact outside of parenting class (2)

c) Are there any ways in which she could be of greater help to you and your child?

No (4)

Yes (9)
- greater accessibility (7)
- more information re: babies' needs (1)
- better approach to mothers (less nagging, less interference in matters outside the realm of the nurse, direct questions to the mother rather than instruct day care to question the mother about the child's nutrition) (2)

No response (2)
- use other resources (1)
- little contact with the nurse (1)

12. Infant Centre

a) What function do you think the Infant Centre serves in the PPA? (N = 12)

- child care (11)
- attend to child safety (1)
- attend to good nutrition for the children (1)
- teach children; promote learning/development (5)
- support for children (1)
- support for mothers (3)
- communication to mothers - child's activities during the day (6)
- information resource for mothers re: child nutrition, health (3)

b) In what ways have Infant Centre staff been of help to you and your child?

- as above (3)
- good child care, approach to children (5)
- staff responsive, attentive to child's needs (1)
- child's learning from other children in the daycare (2)
- gain in knowledge re: good nutrition for the child, medication (2)
- gain in parenting skills (1)
- learning of different ways to stimulate the child (1)
- good approach to mothers (honest, straightforward, helpful) (2)
- easy access to the day care (1)
- extension of hours of operation beyond the school day (1)

c) Are there any ways in which they could be of greater help to you and your child?

No (6)

Yes (6)

- improve facility (need a larger area, more plug-ins) (1)
- improve equipment (high chairs) (1)
- extend hours of operation (3)
- arrange to have the same caregiver attend to the child over the year (1)
- punctuality of daycare workers in the morning - moms are not able to leave instructions when their children's caregivers are late (1)
- watch smaller children more closely (smaller children are pushed around by larger children) (1)
- relax rules - sending children home for minor illnesses (1)
- improve approach to moms - less prying (1)

13. Parenting Course

a) In what ways did you benefit from the parenting course?

- informative course/learned a lot:
  - in "Nobody's Perfect" (1)
  - child development and behaviour (5)
  - how to stimulate children's learning (2)
  - parenting (7)
  - disciplining the child (2)
  - health, illnesses, nutrition (3)
  - how to handle various child illnesses (1)
  - safety (1)
  - taking care of oneself and the child (2)
  - self-parenting (1)
  - CALM (income tax, job application forms, career options) (3)
  - budgeting (1)
  - time management (2)
  - stress management, controlling anger (3)
  - how to cope with problems, being a single mom (2)
  - dealing with relationships (1)
  - personal development (self-esteem, self-discovery) (1)
  - community resources (1)
  - rights re: entitlement to social services (1)
- guest speakers addressed issues of interest (2)
- field trips (Children's Cottage) (1)
- support from similar others (feelings of not being alone), friendship, understanding (5)
- support from staff, friendship, understanding (3)

b) Are there any ways in which the course could be improved in order to meet your needs to a greater extent?

No (2)

Yes (13)

- reorganize the parts (instruction of the parts consecutively rather than all within the same time frame - confusing course) (4)
- some parts confusing - unaware of their purpose (1)
- do the CALM part first - allow time for the moms to get to know each other, and therefore be better prepared to share personal experiences more easily in the remaining parts of the class (1)
- uncomfortable group work (too large class to develop closeness, distrust of others in the group, little commonality in views and values) (1)
- less disparagement of those who aim to lead a traditional life - marriage and children (1)
- improve attendance (in small classes, absences lead to very few in attendance) (1)
- should not be mandatory (those who do not want to be there spoil the class for others) (1)
- should be optional or mandatory only for the younger moms or those with children under a year (content not of value to moms who have advanced beyond early stages) (1)
- extend the class (spend more time on child development, life skills) (2)
- more information re:
  - budgeting (1)
  - parenting of older children (1)
  - child development (1)
- change emphasis (spend more time on development and stimulation rather than caretaking which involves commonsense information, more emphasis on parenting) (2)
- more relevant, useful activities (e.g., of little value were the hairdresser brought in to speak to the class and the post-partum blues program which did not accept young moms) (1)
- a larger space for the class (1)
- more home visits (1)

14. Support System

a) Has the PPA helped you to expand the network of people on whom you call for support?

No (1)
- network previously created at Louise Dean (1)

Yes (14)
- gain in courage in approaching people (1)
- gain in support:
  - PPA/school staff (7)
  - friends, friendships created through the program (6)
  - parenting students (3)
  - regular students in the school (1)
  - contacts through Junior League and Teen Parent Friend programs (3)
  - family (2)
- gain in knowledge re: community services available to help parenting students and their children (e.g., social services, Discovery House, Children's Cottage, etc.) (7)
- learned about parents' stress line (1)

b) Do you feel free to call on people in your support network whenever their help would be of use to you?

Yes (11)
- confidence/comfort in asking for help (2)
- more at ease now in asking for help (1)
- sense of mutual respect between staff and students, honesty in dealings with each other (1)
- encouragement to go to PPA staff when help is needed (1)
- better relations established with family now (1)
- knowledge that services exist to help when needed (1)

Most likely (1)
- but would not overextend one's welcome (1)

Possibly (2)
- if desperate, would find someone to call; however, preference is to: call own mother, solve one's problem on one's own (2)

No (1)
- need to prove that one can manage on one's own

15. Referrals

a) Do you think you have acquired a good knowledge base from the PPA about what services are available in the community should you or your child need help?

Yes (13)
- guest speakers brought into class (3)
- business cards distributed (1)
- knowledge gained about:
  - Children's Cottage (5)
  - Discovery House (2)
  - community health clinics (home visits) (2)
  - physicians (1)
  - family planning (1)
  - social welfare (1)
  - homemaker service (1)
  - women's shelter (2)
  - teen line (1)
  - crisis line (1)
  - Junior League (1)
  - reaffirmation of knowledge gained at Louise Dean (1)

No (1)

Other (1)
- informed about various services but did not pay much attention - reliance on one's family for help if needed (1)

b) Do you feel confident in approaching various community resources should you need their services?

No (3)
- have little knowledge of outside services; receive all support needed from the school staff (1)
- sense that use of services would contribute to one's being viewed as an incompetent mother (1)
- preference to seek help from family and friends (1)

Yes (11)
- understanding of what is offered, how they can help, and how to contact them (2)
- understanding that one has rights to these services (1)
- positive experiences in use of services (1)
- gained familiarity with the services, have established contacts in some of these services (1)
- would use services if family could not help (1)

Yes & no (1)
- have confidence in some of the services but not in others (1)

c) Have any PPA team members referred you to any community resources?

Yes (4) No (11)

If yes:

i) To which agencies were you referred?

- Children's Cottage (2)
  Women's Shelter (2)
  Family Planning Clinic (1)
  Calgary Birth Control (1)
  Job placement services (1)
  Teen Parent Friend Program (1)

ii) If you contacted the agencies, what benefits did you gain from their services?

iii) If you did not contact the agencies, why you did not do so?

Follow-through (1):
- Comprehensive information received (1)

Follow-through on some (2)
- Satisfactory services received from those contacted. As yet, do not know if will contact the remainder recommended by PPA staff. (2)

No follow-through (1):
- Too frightened to go; felt that others had more need for assistance than oneself (1)

16. Overlapping Services

a) Being a student in a program where a number of different disciplines are involved in providing services, there may be occasions where overlapping amongst the services occur. Have you experienced any instances where the same kinds of activities, information or assistance are presented to you from different sources?

Yes (9) No (6)

If so, in what ways does overlapping occur and what advantages and disadvantages have you experienced as a result of the overlapping?

Overlap	Effects
Information:	
- parenting (from 3 instructors) (1)	- repetition found boring at times; serves as a reminder at other times (1)
Activities:	
- course change processed both by guidance and the TA (1)	- tedious (1)
- attendance processed by social workers, AP, TAs, guidance (4)	- always someone available to help (1) - heightened awareness of consequences (1) - end up repeating oneself (2)
- monitoring of requirements re: day-care subsidies (daycare staff, nurse, social workers) (2)	- heightened awareness of penalties (1) - need to keep repeating oneself (1)
Assistance:	
- help re: personal problems from various PPA staff (2)	- always have someone available to assist/provide support to students (2) - reassurance from several people that one is doing the right thing (2)
- problems in math (1)	- guidance counsellor helped define the problem, gave a different perspective (1)
- falling behind (1)	- feelings of being harassed - required to see so many people (TAs, guidance, teachers) at the same time (1)

Other comments (3):

- overlapping is not a concern - one develops own preferences (e.g., approach the TA for school problems and the social worker for personal problems) (2)
- overlap when it occurs usually is a case of misunderstanding or miscommunication (1)

17. Personal Changes

a) What (other) changes have you seen within yourself since you have been in PPA, and to what do you attribute the changes?

None (in the program a short time) (1)

Positive: (13)

Changes:
- work harder, studies taken more seriously (2)
- positive attitudes toward school, drive to finish school (3)
- better grades (1)
- more mature, responsible (5)
- self-discipline (1)
- confidence, self-assurance (6)
- self-esteem (2)
- gain in knowledge, confidence re: child raising, parenting (5)
- gain in knowledge, confidence re: using support services (1)
- gain in coping skills, life skills (2)
- decision-making re: future (1)
- positive outlook on life (1)

Attributions:
- drive to complete high school (provide a positive future for the child) (5)
- integration into a regular school system (1)
- opportunities provided by the PPA (and Louise Dean) (3)
- learning from the parenting class (3)
- respect shown toward parenting students by teachers and peers re: efforts, accomplishment (1)
- encouragement and support provided in the program (4)
- development of friendships with other moms (1)
- learning from Junior League (1)

Negative: (3)

Changes:
- poor grades (1)
- fatigue (1)
- busy (1)
- procrastination (1)

Attributions:
- difficulty in adjusting to Ernest Manning programming after Louise Dean; preference for more independent learning (1)
- many stresses in one's life - school, the baby, home chores (1)
- so much to do in so little time (1)

18. Parenting Students' Needs

a) Based on your experiences, what are the greatest problems and needs of parenting students such as yourself?

Needs:
- understanding teachers, willingness to provide extra help (1)
- taking time for oneself, rewarding oneself (1)

Problems:
- lack of understanding re: efforts young moms make to come to school and take care of their babies at the same time (1)
- negative stereotyping of young moms (2)
- getting to school, e.g., early rising, getting the child ready, long distance to travel (4)
- child illness (missing school) (4)
- multiple problems; end up missing a lot of school (1)
- time pressures; too little time for meeting all commitments (the child, school, home); stress, tiredness (7)
- managing time efficiently (1)
- financial straits (3)
- uninformed young moms re: existence of PPA and other services available for them (1)

b) What strengths do you think parenting students such as yourself have which help them to manage two roles - that of a student and a mother?

- determination to succeed, get ahead, get an education (11)
- support from:
  - family (2)
  - friends (2)
  - peers (1)
  - the program/staff (1)
- maturity, self-responsibility (4)
- independence (1)
- self-confidence, pride (3)
- competence (learning through experience) (1)
- large capacity re: caring, loving (1)
- courage (1)
- patience (1)
- perseverance (sense that things will get better when child is older and less demanding on the mother's time) (1)
- organization, time management skills (2)
- coping skills (1)

c) How well do you think the PPA addresses the needs of parenting students?

Positive: (14)
- chance to continue school; encouragement to stay in school (4)
- only program available which is designed for parenting students (1)
- opportunity to better oneself, achieve goals (1)
- integration into a regular school (but also receive additional services) (2)
- association with regular students (1)
- PACE (1)
- understanding teachers (make allowances, give support) (2)
- extra help - academic and personal (1)
- allowances made re: attendance (1)
- support, understanding, help provided (6)
- various resources available (nurse, social workers, guidance) (1)
- support received from other moms (1)
- onsite day care (4)
- help provided to be a good parent (1)
- treatment as an adult (1)

Positive and Negative: (1)
- peer support (1)
- children not kept clean in the daycare (1)
- no vocational programs such as beauty culture (1)

19. Any concluding comments? (N = 7)

Positives:
- enjoyment/appreciation of the program (2)
- appreciation of social workers (1)
- other schools do not offer a daycare (1)
- Ernest Manning regular students are accustomed to moms in the school (1)
- support/acceptance of moms in the school (1)

Needs:
- greater understanding amongst some teachers and administrators re: reasons why moms have difficulty in getting to school (1)
- fewer demands placed on parenting students (e.g., demand TAs, compulsory parenting class); attendance should be voluntary (1)
- restructure the parenting class (e.g., extend child development part, reduce others) (1)
- supervise the hallway outside the daycare (fighting) (1)
- father's access to the daycare when he is a student in the school (1)

Former Student Interview

1. How old are you?

Age	N	%
17	1	9
18	2	18
19	5	45
20		
21	3	27
Total	11	99

2. Are you:

Age	N	%
Married	10	9
Single	1	91

3. How many children do you have and what are their ages?

Number of children	N	%
one	8	73
two	3	27

Ages	N	%
less than 6 months	1	7
6 to 11 months	4	29
12 months to 17 months	1	7
18 months to 23 moths	2	14
24 months to 29 months	1	7
30 months to 35 months	2	14
36 months and greater	3	21
Total	14	99

4. What are your living arrangements at the present time?

Living Arrangements	N	%
Living alone	8	73
Living commonlaw/with spouse	2	18
Living with parents	1	9

5. How long has it been since you left the PPA?

Length of Time	N	%
0 - 6 mo	4	36
7 - 12 mo	3	27
13 - 18 mo	3	27
19 - 24 mo	1	9

6. How long were you registered in the PPA?

Length of Time	N	%
Less than one semester	1	9
One semester	5	45
One school year	1	9
1 1/2 years	1	9
Two years	3	27

7. In what grade were you when you first enrolled in the PPA?

Grade	N	%
Grade 9	1	9
Grade 10	1	9
Grade 11	4	36
Grade 12	5	45

8. What academic progress did you achieve during your enrollment in the PPA, e.g., credits, grades passed?

Academic Progress	N	%
None	1	9
Gained credits for 2 - 3 courses	2	18
Completed one grade and took 1/2 of the next	1	9
Short a few credits from graduation	2	18
Graduated	5	45

9. What is the highest level of education you have completed since leaving the PPA?

Highest Level of Education	N	%
Grade 10	3	27
Grade 11	1	9
Short a few credits from graduation	2	18
Grade 12	5	45

10. How are you presently occupied, e.g., going to school, working? If working, what is your occupation? Full-time or part-time?

Present Occupation	N	%
At home	2	18
Working*	2	18
Looking for work	1	9
Attending career college	1	9
Attending AVC	1	9
Attending SAIT	1	9
Attending Viscount Bennett	1	9
Attending high school	2	18

* Chambermaid FT (1)
Price checker FT (1)

11. What are your future plans, e.g., continue education, eventual employment?

Post-secondary education
- complete high school (1)
- university (2)
- college (MRC) (4)
- career college (1)
- work for a few years (secretarial) and then go to college/university (3)

Careers:
- law (1)
- medicine (2)
- business (2)
- travel (1)
- travel or dental hygiene (1)
- personnel (1)
- administrative secretary (1)
- don't know yet; possibly something to do with children (1)

12. For what reasons did you choose to enter the PPA?

- continued on from Louise Dean II (1)
- continue education (3)
- daycare (10)
- parenting course/learn about parenting (2)
- support in the school/program (2)
- other moms in the school/support from other moms (3)
- understanding and accommodation re: absences due to sick babies (1)
- live close by (1)

13. Former students who did not graduate from Ernest Manning: (N = 6)

a) For what reasons did you leave the PPA?

- second pregnancy (2)
- finished parenting course and transferred to a regular school (1)
- dissatisfaction with the day care/conflict with day care staff (1)
- requirement to take a minimum of three courses (only one course was needed to upgrade a general to an advanced diploma) (1)
- left school unaware that requirements for graduation were not met - one credit short from graduation (1)

b) What would have encouraged you to remain in the PPA?

- better student attitudes (gossip, competition) (2)
- better attitudes of staff (attitude that young moms were unable to take care of their children) (1)
- extension of the parenting course (1)
- improvement in the day care (1)
- more flexibility re: minimum course requirements (1)

14a. What aspects of the education program offered at Ernest Manning were particularly helpful to you when you were enrolled as a student?

Opportunities
- finish high school (1)
- first period spares (1)

Flexible programming
- PACE approach (6)
- self-pacing (6)
- work at own ability level, independently (1)
- stretch course over two semesters (1)
- accommodation for lates, absences because of illness; flexibility re: handing in assignments (2)
- write tests when ready; redo if failed (1)
- time to sort out problems; less pressure (1)

Assistance
- resource room (received help in poor subjects, had use of the typewriter) (1)
- extra help given by teachers (2)

Support
- teacher/school understanding (2)
- daily assistance from TAs (monitoring progress, help with timetable changes) (1)
- good teachers (1)
- treatment of moms as adults (1)
- acceptance/tolerance of moms by regular students (1)
- support from other moms (1)

Other
- enjoyment of classes, teachers (1)
- success in completing courses (1)

b. Did you encounter difficulties with any aspects of the Ernest Manning program?

Yes (4)
- too slow pacing (1)
- too fast pacing in physics (1)
- difficulty in social studies (1)
- long day for those who travelled several hours to get to and from school (1)

No (7)

15. In what ways were the following particularly helpful to you when you were enrolled as a student in the PPA:

a) **Assistant Principals**

None (2)
- no contact (2)

Little (3)
- little understanding in matters re: attendance (3)

Helpfulness (6)
- understanding/support re: attendance (2)
- liaison with teachers re: student absences (1)
- encouragement/pressure to come to school, learn (2)
- student orientation (1)
- in a community service course taken from the AP (1)

b) **Guidance counsellors**

None (3)
- no contact (3)

Minimal (1)
- insufficient help/information provided re: careers, scholarships (1)

Helpfulness (7)
- availability when help needed, being "there" for the students (3)
- support (child-raising, morale) (1)
- planning goals (school, career) (1)
- course selection (3)
- post-secondary information (applications, student loans, courses) (2)
- setting up transfer (course selection, program of studies) (1)
- assistance (tax returns, custody rights, social services, etc.) (1)

c) **Teacher-advisors**

Minimal (1)
- little contact; preferred to seek help from guidance (1)

Helpfulness (10)
- support/understanding/friendship/enhancement of morale (7)
- availability if help needed, being "there" for moms (2)
- chance for moms to get together (3)
- a break from classes (1)
- weekly planning (2)
- organizing schedules (1)
- notification re: school activities (1)
- monitoring of attendance (1)
- help re: academic problems (2)
- extra help (resource room) (1)
- help re: personal problems (4)
- encouragement to stay in school/motivation (2)
- career planning (5)
- guest speakers (e.g., dentist) (1)
- credits for TA sessions (1)

d) **Social workers**

Helpfulness (11)
- support/understanding/caring (3)
- monitoring of well-being (2)
- "there" for students when needed (1)
- help re: personal problems (good to talk to) (7)
- couple counselling (1)
- help re: problems in school - teachers, the principal (2)
- advocate for students with social services (1)
- help with any problem (1)
- finding accommodations (3)
- resource re: day care services (1)
- career information/counselling (2)
- information re: support programs - teen parenting (1)
- contact other resources for information/assistance (1)
- referral of students to other resources (2)
- guest speakers (1)
- ride to appointments (1)

Needs (2)
- more career counselling, monitoring re: credits needed to graduate (1)
- mandatory counselling for all students (so those that seek help voluntarily are not labelled as incapable of managing their own affairs) (1)

e) **Nurse**

Minimal (1)
- dislike of the nurse's approach - challenging mom's ability to take care of the child (1)

Helpfulness (10)
- availability/resource if needed (2)
- weighing the child (1)
- advice/information re: health, nutrition, child development, well-being of the child/self (6)
- information re: vaccines, immunization, children's illnesses (3)
- information re: parenting, child discipline (1)
- referral to the doctor (1)
- help with the doctor (1)
- learning in the parenting course (4)

Needs (4)
- greater availability (4)

f) Infant Centre staff

Minimal (1)
- poor approach to moms (did not listen to what moms wanted) (1)

Helpfulness (10)
- availability, on-site daycare convenience (1)
- extension of hours beyond the school day (1)
- clean facilities (1)
- good meals (1)
- caretaking of the child, good care, attention to children's needs, patience (6)
- support of the mother (welcomed to visit, interest in mom's well-being, understanding, friendly, cooperative, open, non-judgmental staff) (5)
- daycare gives a break to the moms (1)
- primary caregiver assigned to the child (got to know the child and mother well) (2)
- advice/information re: child illness, feeding (4)
- communication re: child's activities during the day, problems, concerns (2)
- referral to other resources for advice/information (1)
- responsiveness to concerns indicated by moms (1)
- parties for the children/moms (1)
- care packages put together by staff (1)

Needs (1)
- better approach to moms (overconcern, nagging, too little trust in moms capability) (2)
- better equipment (1)

g) Parenting class

None (3)
- did not take the course (3)

Minimal (1)
- boring material, a review of material learned elsewhere (need less paper work and more group work, field trips) (1)

Helpfulness (7)
- information re; parenting; gain in parenting skills (5)
- information re: self-parenting (1)
- peer support; sharing of problems/concerns with other moms (2)
- increased self-esteem; sense of well-being (2)
- information re: where to go for help (2)
- speakers brought in to address issues of interest (1)

Needs (5)
- chance to take both sections - dealing with younger and older children (1)
- optional rather than mandatory course/parts (2)
- extend parenting, self-esteem parts; expand topics of interest (1)
- textbooks to use as references (1)
- less simplistic, more sophisticated material (1)
- information targeting parenting of older children (1)

16. What would have made your PPA experiences better for you than they were?

- nothing (5)
- better relations with the day care (2)
- greater acceptance by regular students (3)
- greater understanding, help from teachers (2)
- inclusion of the moms in school's activities; more recognition for moms and their children (1)
- more sophisticated material presented in the parenting class (1)

17. Are there any aspects of your PPA experiences that are now particularly useful (i.e., Are you aware of applying the knowledge or experience you gained as a student in the PPA?)

Yes (11)

- well-being and sense of accomplishment derived from the achievement of a high school diploma (achieved with the support of single moms and the school/ program) (3)
- well-being re: friendships, contacts developed in the program (2)
- understanding/knowledge/interest gained in social studies re: current events (1)
- background gained in business education courses relevant to working in an office (1)
- parenting skills (e.g., tips gained from guest speakers/ daycare/course re: dental or physical health concerns, feeding, discipline, stimulation of children) (8)
- information re: health and family planning (1)
- information, formation of goals re: careers, post-secondary studies (1)
- job search skills (resume writing, interviews) (1)
- independence, self-responsibility as a result of the PACE approach (1)

18. Are there any ways in which the PPA could have better prepared you for your current activities (e.g., course work, health and family planning, infant care, parenting)?

No (7)

Yes (4)

- more assistance re: stress management (1)
- more on budgeting (1)
- more information on child-raising (more material/ texts, expansion of the course to a full year) (1)
- more accurate student records/monitoring of credits needed for graduation (4 rather than 5 credits granted for an earlier course; unaware until too late that total credits obtained were one short for graduation) (1)

19. Did you find the career information you received in the PPA helpful to you since you left the school?

NA (1)
- in the program a short time (1)

Yes (7)
- broad perspective of available options gained from program experiences (1)
- determination of options (1)
- have direction for the future - alternatives and requirements are identified, plans are in place (4)
- plans are being implemented (1)

No (3)
- career interests have changed; alternatives to original plans are presently being investigated (1)
- little career research done; also career counselling was conducted at the end of the school year when there was little time available to investigate options (1)
- career plans were in place prior to the program (1)

20a. Did you acquire a good knowledge base about what services are available in the community to help you and/or your child?

Uncertain (1)
- informed but paid little attention (1)

Yes (10)
- information re: where to go for help with various problems (1)
- information gained re:
  - job search/career centre (1)
  - teen parent friend program (1)
  - Children's Cottage (5)
  - women's shelter (1)
  - Discovery House (1)
  - day care (2)
  - health (Children's Hospital, health clinics for immunization, child care, parenting) (4)
  - family planning (1)
  - financial aid (1)
  - home care (1)

b. Since leaving the PPA, have you contacted any community service agencies for help (e.g., public assistance, daycare, child welfare, public health, family planning clinics, legal aid, employment opportunities branches of Social Services)?

No (3)
- no need (3)

Yes (8)
- used the following services:
  - legal aid (1)
  - day care (4)
  - baby clinic at the Children's Hospital (1)
  - health clinic (1)
  - family planning (2)
  - child welfare (1)
  - Children's Cottage (2)
  - Catholic Family Services volunteer services (1)

c. If you needed help in the future, would you contact relevant service agencies in the community? Yes (11)

21. Having been away from the PPA for some time, have you gained perspectives which enable you to recommend changes for the improvement of the PPA (e.g., to the educational, administrator, Guidance, TA, social work, health, and Infant Centre components)?

- no changes needed (3)
- uncertain (1)
- encouragement of young moms to enroll in the program (1)
- more push for moms to complete school (1)
- greater integration (no separate TAs for the parenting group, allow regular students access to guest speakers brought in for the parenting group) (1)
- greater acceptance of young moms in the school/inclusion of the parenting student group in school activities (1)
- greater consideration by day care staff for moms' views (1)
- more strictness for moms who abuse the system re: attendance (1)
- more information re: parenting (1)
- more information re: careers/career counselling (1)
- better monitoring of credits for students/more accurate student records re: credits (1)

22. In what ways do you think the PPA best served the needs of parenting students?

- opportunity to complete high school (3)
- good education (1)
- flexibility of PACE (work ahead, catch up when behind) (2)
- understanding/support of teachers (re: absences) (2)
- support/availability of social workers to help with various problems (2)
- help provided with personal problems (1)
- parenting course (2)
- on-site daycare (7)
- mutual support gained from moms (3)
- acceptance of young moms (1)
- referrals for help (1)

23. In what ways do you think the PPA failed to meet the needs of parenting students?

- none (5)
- uncertain (1)
- too little information/instruction re: child-raising (1)
- unsatisfactory daycare/approach to mothers in the day care (2)
- enrollment curtailed due to limited space in the day care (1)
- too much leniency re: attendance (1)
- discriminatory practice re: attendance (some who were asked to withdraw had fewer absences than those who remained) (1)

24. Would you recommend the PPA to parenting teenagers?

Yes (11)

- opportunity to complete high school (3)
- good program for those serious about getting an education (2)
- PACE approach (1)
- parenting course/information (3)
- acceptance/support in school (1)
- understanding teachers (1)
- attendance/support of other parenting students (3)
- on site daycare (4)

25. Any concluding comments about the PPA? (N = 6)

- positives:
  - appreciation of the program (2)
  - good care of children in the day care (nutrition, etc.) (1)

- needs:
  - expansion of the program (1)
  - more social workers (1)
  - opportunity for regular students to take the parenting course (1)
  - more lenience re: attendance (1)

Teacher Questionnaire

1. How long have you been teaching at Ernest Manning?

	N	%
First year	5	19
Second year	4	15
Third year	3	12
Fourth year	1	4
Five year or more	13	50
Total	26	100

2. In what subject area do you mainly teach?

	N	%
Academics	17	65
Business education	3	12
Technical/vocational	2	8
Fine arts	2	8
Physical education	0	0
Other*	1	4
No response	1	4
Total	26	101

* Library

3. Do/did you have any parenting students in your class:

	Yes		No		DK		NA/NR	
	N	%	N	%	N	%	N	%
This school year	22	85	3	12	1	4	0	0
In the 1988-89 school year	17	65	4	15	1	4	4	15
In the 1987-88 school year	15	58	3	12	0	0	8	31

4. To your knowledge, how many parenting students have you taught this school year?

Number	N	%
0	2	8
1 - 3	3	12
4 - 6	8	31
7 - 9	4	15
10 - 12	4	15
13 - 15	1	4
No response	4	15
Total	26	100

Mean = 6.1 S.D. = 4.2

5. Do you feel that, <u>for your purposes</u>, you are satisfactorily informed about the following?

	Yes		No		Uncertain No opinion No reply	
	N	%	N	%	N	%
• The objectives of the PPA	13	50	11	42	2	8
• The roles/responsibilities of those involved in the program:						
- Assistant Principals	7	27	13	50	6	23
- guidance counsellors	10	38	12	46	4	15
- teacher advisors	15	58	7	27	4	15
- social workers	9	35	12	46	5	19
- nurse	7	27	12	46	7	27
- Infant Centre staff	15	58	6	23	5	19
• Expectations placed on students in the PPA	3	12	17	65	6	23
• Nature of the parenting student population (their strengths, weaknesses, needs)	8	31	15	58	3	12
• PPA progress/success	4	15	15	58	7	27

If you have had PPA students in your class, please answer the remainder of the questions in this questionnaire. If you have never had any PPA students in your class, please proceed to questions #14 and #15.

Responses in this section = 24

6. Are you <u>generally</u> satisfied with information/feedback you receive with respect to the following?

	Yes		No		Uncertain No opinion No reply	
	N	%	N	%	N	%
• Who in your class are PPA students	5	21	16	67	3	13
• Background of parenting students in your class (strength/weakness, home/family circumstances, etc.)	1	4	20	83	3	13
• Crises or stresses affecting parenting students in your class	2	8	17	71	5	21
• Status of parenting students who are absent from your class	4	17	17	71	3	13
• Actions taken with parenting students you referred to resources in the school	10	42	6	25	8	33

7. Did you find that the TA system was generally an effective means of communicating parenting student concerns to and from the classroom?

Responses	N	%
Yes	10	42
No	4	17
Uncertain/not applicable	10	42
Total	24	101

8. Were your referrals of parenting students to the following resources processed to your satisfaction?

	Yes		No		Uncertain No opinion	
	N	%	N	%	N	%
• Administrators	15	63	1	4	8	33
• Teacher Advisors	15	63	2	8	7	29
• Guidance counsellors	11	46	2	8	11	46
• Other (please specify)*	1	4	0	0	23	96

* Resource Personnel

If you responded "no" to any of the above, please indicate the reasons for your dissatisfaction:

- concern indicated to guidance was treated lightly (1)
- lack of communication between program staff and teachers (1)
- too lenient treatment of the parenting students; different set of rules for parenting students compared to others (1)
- overprotection of parenting students (1)

9. What impact (positive and/or negative) have parenting students had on a) you and b) your class?

None (N = 3)

Positive: (N = 17)
- positive attitudes and hard work amongst many of the parenting students (3)
- dedication to getting work done amongst some of the parenting students (3)
- motivation in most cases at least equal to classmates (1)
- greater participation in class, more benefits received from the class amongst parenting students who are bright (1)
- positive role modeling by good students (good work produced under adverse circumstances) (2)
- different experiences/outlook/skills brought into class by parenting students (2)
- maturity of parenting students, more experienced, a settling influence on the class (5)
- leadership role a med in opinion formation (1)
- good integration h other class members, development of friendships (2)
- classmates are often unaware of who the parenting students are (3)
- regular students accept parenting students, enjoy exposure to the children (1)
- regular students become more aware of the responsibilities of relationships, parenthood (3)
- decline of earlier taboos (1)
- greater teacher understanding and appreciation of parenting students (3)
- encouragement of tolerance, flexible approach re: all special needs students in the class (1)

Negative: (N = 11)
- poor attendance (4)
- drop-out due to poor attendance and a variety of other problems (1)
- parenting student difficulty in completing homework and assignments (2)
- use of the child as an excuse for shortcomings (1)
- constant class disruption due to absences and lates (1)
- extra workload for teachers because of high absenteeism (e.g., need to record a large portion of the course for student use) (1)
- difficulties re: doing group work arise as a result of absenteeism of parenting students (1)
- demanding of teachers re: allowances (1)
- sense of unfairness felt by regular students re: different rules for parenting students (2)
- poor example set for regular students - poor attendance of parenting students and allowances made for them (2)
- alienation from regular students (e.g., because of maturity and differences in life experiences from regular students) (2)

10A. To what extent do you think the education program and approach at Ernest Manning meet the needs of parenting students?

Ratings			N	%
1	-	Not at all	0	0
2	-	A little	1	4
3	-	Some	7	29
4	-	Much	13	54
Uncertain/no response			3	13
Total			24	100

Mean = 3.6 S.D. = .60

B. In what ways do the educational program and instructional approach meet the needs of parenting students? (N = 21)

Flexibility:
- work at own rate (1)
- choice of when and where they will do their work (1)
- flexible approach (accommodate a variety of needs) (6)
- flexible, yet demanding approach (1)
- allowances for absences re: children's illness (2)
- allowances/flexible expectations (e.g., extensions for completion of assignments, time to catch up on missed work) (6)
- multiple entry points (1)

Opportunities:
- completion of education (4)
- program adapted to meet special needs (1)
- integration with regular students (1)
- removal of bias and isolation that parenting students normally endure (1)

Support systems:
- TAs (1)
- support services to help with special problems (1)
- daycare (provisions made for the children while mothers attend class) (3)

Learning:
- independence, self-responsibility (1)
- introduction to needed skills (1)

C. In what ways do the educational program and instructional approach fail to meet the needs of parenting students? (N = 14)

Rules/policies:
- too lenient approach, too many allowances made for parenting students (not enough discipline or consequences imposed for inappropriate actions, student abuse of privileges afforded them in the program) (5)
- little expectations re: attendance (1)
- allowances detract from students' developing time management skills re: meeting deadlines (1)
- need greater relaxation of rules as parenting students carry heavier responsibilities than do the regular student population (1)
- absences due to children's illnesses should not be tallied in the student's attendance record (1)

Problems/lack of success:
- student difficulty in meeting heavy demands of academic classes and taking care of the child at the same time (1)
- high drop-out rate (1)
- lack of perseverance, responsibility re: making up missed work amongst those who get behind (1)
- high time demands placed on teachers by parenting students (need more staff, e.g., resource teacher, to help these students) (1)
- difficulty in accommodating students who have many absences as quickly as they would like re: teacher help in catching up (1)

11. Do you think there is sufficient support (e.g., inservice, professional and material resources) available to teachers to help them meet the needs of parenting students?

Responses	N	%
Yes	5	21
No	6	25
Uncertain/no reply	13	54
Total	24	100

If you responded "no", please indicate what support is needed:

Needs:
- student background information (1)
- communication re: who are parenting students registered in one's class (1)
- differences in expectations placed on parenting students from that of the normal student population (1)
- additional staff or time allotted to meet parenting student needs (2)
- structured inservice or package for new staff (1)
- information re: services offered in the program (1)
- inservice re: philosophy and role of support staff in the program (1)
- Information re: agencies to whom students may be referred for help (1)

12. To what extent do you think the school is successful with respect to the following:

	DK NR 0	Not at all 1	A Little 2	Some 3	Much 4	Mean	SD
• facilitating parenting students' continuation of their education	17	0	4	25	54	3.6	.60
• offering educational opportunities which meet the needs and interests of parenting students	17	0	4	46	33	3.4	.59
• providing a warm, supportive learning environment to parenting students	4	0	0	42	54	3.6	.51
• promoting parenting student acceptance, belonging in the school	13	8	8	25	46	3.2	1.00
• promoting parenting student acceptance and management of self-responsibility	21	0	33	29	17	2.8	.79
• preparing parenting students for their future endeavours	25	4	17	42	13	2.8	.79

13. Have the policies in place for parenting students (e.g., attendance, time-out, first period spares) proved satisfactory? Please explain.

Responses	N	%
Yes (in some/most respects)	10	38
No	5	19
Don't know/no response	11	42
Total	26	99

Positive:
- first period spares are helpful (2)
- opportunities afforded to the students to get organized for the day (1)
- accommodations made timewise to help students cope with their circumstances (1)
- students benefit from the special attention (1)

Negative:
- students abuse the system (1)
- privileges are assumed as rights (1)
- too much latitude given re: attendance (1)
- value of time out is queried (1)
- students do not make up missed work nor arrange for extra help (1)
- period one spares are negotiable (1)
- little opportunity timewise after school to catch up (because of daycare hours) (1)

Other comments/qualifications/reservations:

- unaware of policies re: attendance (2)
- recently learned of time-out for students (1)
- period 1 spares are not taken by all parenting students (2)
- period 1 spares can create timetabling difficulties (1)
- students fall behind and experience difficulty in catching up (2)
- students with attendance problems are not successful in school (1)

14. What future direction do you think the school should take with respect to its parenting student population? (N = 18)

- continue the program (4)
- expansion of the program if warranted (1)
- determine if Ernest Manning is an appropriate place for the program (1)
- more careful timetabling re: first period spares (1)
- clarify expectations with parenting students and be firm in having them met (1)
- place same expectations on parenting students as the regular student population (students need to take charge of their learning and lives) (2)
- notify teachers in advance who in their class are parenting students (2)
- notify teachers when students are not able to meet expectations and explain why (1)
- provide more information to classroom teachers re: parenting student background and circumstances (1)
- inform teachers re: differences in expectations placed on parenting students compared to regular students (2)
- provide inservice/packages for new teachers (1)
- inservice re: PPA in a PD Day (1)
- inservice in the beginning of the year re: how to help students be successful (1)
- find strategies to encourage the students to hand in their work/complete course requirements (1)
- place greater emphasis on preparing students for future commitments (discipline to meet demands of school work and employment) (1)
- match teachers who are expert in skill development with students who need help in this area (1)
- limit the numbers or provide more academic help to staff (1)
- have the resource teacher provide more help to students who need to catch up or are experiencing difficulty in learning the material (1)
- increase number of TAs for the parenting group/reduce the size of each of the groups (1)

15. Any concluding comments? (N = 11)

I believe in the program and I feel that it has been very successful to date.

I'm personally glad to see them in our population. I think it is really healthy - facing the facts, not sweeping it under the carpet, hiding it, denying it. I hope they are finding success. I hope we can change to facilitate their success as much as we can. I hope we are not rigid and inflexible. I hope we can empathize.

The investment in helping the parents keep up with schooling while learning to parent will ensure greater success for the parents and kids in the future.

It appears that the girls that are most successful are those who have good strong support systems in place, e.g., supportive parents, stable boyfriend or husband.

Some of these parents also have jobs and to my mind this indicates an impossible situation. Parenting and school is a heavy load in itself.

I have had contact with one student in this situation. This student seems not to have any parenting related problems, at least doesn't bring them to class.

Sometimes I felt that if you didn't bend or give into the parenting students on absences, extensions, whatever, you were labelled as "unfair", "prejudiced", or"unyielding".

I think integration of the young parents is an excellent idea but we must take away any advantage they might seek to use their situation as an excuse. I have dealt with enough young moms to know that although their situation does handicap them somewhat, a bigger handicap is giving them special treatment or exempting them from things we expect from other students. I have been impressed by the independence shown by some of the young mothers but generally rules and expectations need to be tightened up considerably.

Our resource teacher spends all of her time with the parenting students and neglects the regular students.

Need to make 1st year teachers aware of the program, etc.

Lack of communication between people working directly with the parenting students and classroom teachers is a major problem.

Infant Centre Staff Questionnaire

1. How long have you been working in the Infant Centre?

	N
First year	
Second year	1
Third year	2
Fourth year	
Fifth year or more	3
Total	6

2. Do you feel that, for your purposes, you have been satisfactorily informed about the following?

	Yes N	No N	Uncertain No opinion N
• The objectives of the PPA	5	1	
• The roles/responsibilities of those involved in the program:			
- teacher advisors	4		2
- social workers	5		1
- nurse	3	1	2
• Expectations placed on students in the PPA	6		
• Nature of the parenting student population (their strengths, weaknesses, needs)	5		1
• PPA progress/success	4	1	1

3. Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

	Yes N	No N	Uncertain No opinion N
• Students' children	6		
• Students	5		1
• Staff of the other components in the program	3	1	2

What role/responsibility clarifications would you find helpful? N = 3

- roles/responsibilities of staff in the other components of the program (1)
- nurse - whether or not the nurse is to function as a resource to the Infant Centre staff (issue of availability) (2)
- social workers (accessibility issue) (1)

4. Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school. (N = 5)

Facilitators	Frustrators
- team work (3) - training/competence of I.C. staff (2) - work in a multidisciplinary setting (1) - response of social workers and the nurse to concerns identified by I.C. staff (1) - dedication of staff in working to improve the program (1) - enjoyment of working with children (1) - pride in accomplishments made in the program (1)	- difficulty in accessing the nurse (2) - difficult in accessing a social worker (1) - confidentiality issue - information held back from I.C. staff re: background and circumstances of parenting mothers (1)

5. Are there any ways in which current circumstances could be improved in order to facilitate your performance of various duties? If so, what are they? (N = 5)

- greater availability of the nurse (1)
- greater availability of one social worker (1)
- greater information sharing between the components of the PPA (1)
- more time spent in the parenting course on child care (1)
- time allotment for program planning, report writing, assessments, etc. (1)
- a third room added to the Infant Centre - for children in ages between infants and toddlers (1)
- a doorway to access the court yard from the Infant Centre (1)
- a fence in place of the chain to contain children in one area of the courtyard (1)

6. To what extent do you think the Infant Centre has achieved its stated goals?

Goals	Not at all N	A little N	Some N	Much N
• meeting each child's individual needs with consideration for physical, social, emotional, and cognitive development				6
• treating each child respectfully in all disciplinary matters			1	5
• promoting the development of a trusting bond between the parent, child, and caregiver				6
• ensuring that the primary caregiver is available on an individual basis to meet with the parent to discuss the child's progress and any area of concern			1	5

7. What obstacles, if any, need to be overcome in order to achieve the goals more completely? (N = 2)

   - improved ventilation in the facility (1)
   - need greater access to the nurse and social worker in order to improve the effectiveness of the team approach (1)

8. In what ways are the other agencies/disciplines involved in the PPA of assistance to you? Are there any ways in which they could be of greater assistance to you and the children (and mothers)? (N = 6)

   Positives:
   - team work (1)
   - expertise of staff (1)
   - support and guidance provided to parenting students (1)
   - response to concerns raised by I.C. staff (1)
   - sharing of information, resource for information (2)

   Needs:
   - more information sharing between the components of the program (1)
   - greater access to the nurse (3)
   - greater access to the social worker (1)
   - more visits to I.C. from other staff in the program; need greater understanding of the requirements children and their parents must meet in the daycare (1)

9. What future direction do you think the PPA should take? (N = 5)

   - continuation of the program (2)
   - expansion of the program to include junior high grades (2)
   - extension of the program to other schools (1)
   - expansion of the I.C. facility (2)

10. Any concluding comments? (N = 4)

    I feel this is a good program which is very effective and many girls and children benefit from it.

    The staff at Ernest Manning High School have accepted the Infant Centre staff very well since we all have integrated from the former exclusive Louise Dean program. This has appeared to be a healthy and positive integration for all involved (the parenting mothers, children, staff).

    I feel that the current PPA is far superior to the former segregated parenting program which became outdated. I enjoy being a staff member of Ernest Manning High School and have heard many positive comments from the students.

    I am proud of this program and feel we are providing an essential need to the community.

PPA Team Interviews

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position roles/responsibilities in the program.

Position	Length of Involvement	Roles/Responsibilities
Assistant Principals	First year (1) Third year (1)	- Monitor attendance - Handle aspects of registration - Liaise with social workers, TAs, teachers, daycare - Respond to crises
Guidance Counsellors	First year (1) Third year (1)	- Educational and career counselling - (Also taught a part of the parenting/CALM course and was a TA for parenting students)
TAs	First year (1) Second year (2)	- Monitor students' academic progress - Provide direction re: organizing a program of studies - Refer students to resources (guidance, social workers) - Liaise between teachers and students - Provide general support
Social workers	First year (1) Third year (previously with Louise Dean) (1)	- Provide individual, couple, and family counselling - Instruct the parenting class - Arrange field trips - Function as an advocate for the student - Liaise with Infant Centre staff - Member of the Health and Family Committee
Nurse	Third year (1) (Previously with Louise Dean)	- Provide preventative health services to the parent and child (guidance on nutrition, safety, communicable diseases, healthy lifestyle) - Provide one-to-one counselling re: health matters - Monitor children's health - Consultant to Infant Centre staff - Member of the Health and Family Committee
Infant Centre Supervisor	Third year (Previously with Louise Dean) (1)	- Management of the Infant Centre (overall operation, finances, staffing) - Break relief for staff in the Infant room - Member of the Health and Family Committee - Weekly reporting to the Principal of the school
Infant Centre Assistant Supervisor	Third year (Previously with Louise Dean) First year as an Ass't Supervisor	- Management of the toddler room - Primary caregiving responsibilities for children - Acting Supervisor while the Supervisor is on leave

2. What changes in the organization and procedures of the _____ have occurred since you began in the program, and what were their effects?

Assistant Principals:

Changes in the AP Role	Effects
- None (1) - Development of a new form to keep track of attendance - Increase in efficiency as experience in the AP role is gained (1)	- closer monitoring of attendance - improved system of reporting/ communication

Guidance Counsellors:

Changes in the Guidance Component	Effects
- None (2)	

TAs

Changes in the TA Component	Effects
- None (1) - new students were assigned to one TA rather than spread amongst three	- a good decision administratively and student-wise but poor for the TA - difficulty of keeping track of tasks/activities for the incoming three grades
- discontinuation of attempts to do group work in TA sessions	- an individualized approach better suits the needs/circumstances of students

Social workers

Changes in the Social Work Component	Effects
- None (1) - turnover of social worker staff	- lack of continuity for the students (need to re-build relationships with students and their trust)
- coordinator sited at Louise Dean	- more effort expended in maintaining communications - a different perspective of the program gained from having an off-site coordinator
- restructuring of the organization of the program - social worker membership changed from the PPA Coordinating Committee to the Health and Family Committee	- less input from front line workers into the PPA Coordinating Committee; PPA members are distanced from the work being done with parenting students

Nurse

Changes in the Health Services Component	Effects
- the nurse was replaced on the PPA Coordinating Committee by the school program specialist for public health	- the program specialist is better able to integrate the health component of the PPA with the general nursing program - the nurse is distanced from information communicated in PPA Committee meetings

Infant Centre Administrators:

Changes in the Infant Centre	Effects
- restructuring of the supervisor position (more administrative responsibilities assumed - I.C. responsibilities previously held by the AP of Louise Dean EM campus, less time scheduled in working directly with children)	- more time available for the supervisor to communicate with other disciplines, handle student matters
- supervisor involvement in committee work; more time spent in interdisciplinary meetings (due to the program not being self-contained as was Louise Dean)	- generally greater ease of information-sharing because of more time available to carry out such duties
- extension of hours of operation	- more flexibility given to students re: dropping off and picking up children; more time available for staff and parents to communicate - more time available for staff to update materials and equipment; smoother operation of the I.C.
- change in some staff	- qualified staffing (hiring based on early childhood education training) - improvement in staff relations (less staff turnover, more effective team work)
- Infant Centre input into the creation of PPA (e.g., Parenting/CALM class)	- child-raising issues addressed in the class; reinforcement of child-raising principles by all disciplines

3. Describe how the _____ is currently organized, and what advantages and disadvantages result from this structure.

APs

AP Role in the Program	Advantages/Disadvantages
- role is the same as that taken with the regular student population - re: attendance, discipline, registration - recording of student attendance and progress in a communication book - meet with TAs, social workers on an informal basis re: monitoring attendance and progress of parenting students	- arrangements generally work well (however, poor attendance and the high drop-out rate are frustrating aspects of working with the parenting student population)

Guidance Counsellors

Guidance Component of the Program	Advantages/Disadvantages
- parenting students receive the same services from guidance counsellors as do other students in the school with the exception of personal counselling which is assumed by the social workers in the PPA	- the set-up works well as long as guidance counsellors and social workers are clear on each others roles - parenting students receive the benefit of the expertise of social workers and the time social workers are able to devote specifically to this group - approach to students becomes fragmented (social workers may not be aware of educative factors whereas guidance counsellors may not be aware of personal factors impinging on the student's well-being in school)
- guidance counsellors do not take part in intake or sit on committees	- guidance counsellors may not be updated on what is happening in the program, e.g., admission of new students

TAs

TA Component of the Program	Advantages/Disadvantages
- parenting students are assigned to a team of 3 TAs	- division of students into smaller groups facilitates the development of relationships amongst the girls themselves and also with their TA - TAs serve as a support for each other
- new students and seniors are in different groups	- students in each group share a common mind set - seniors are encouraged to work together to provide support to students new to the program - there is an imbalance in the number of students assigned to the TAs - directing new students at three grade levels is difficult; students may not be receiving the information they need
- students are asked to attend daily TA	- support network is promoted (sense of security, sharing is fostered)
- TAs are members of the Health and Family Committee	- communications are promoted - good working relationships are established from the meetings - scheduling prevents the 3 TAs from attending Committee meetings at the same time; an overview of the entire group of parenting students is therefore not obtained

Social Workers

Social Work Component of the Program	Advantages/Disadvantages
- social workers at Ernest Manning are part of the Catholic Family Services' (CFS) pregnant and parenting program; the coordinator is sited at Louise Dean - the social work coordinator chairs the Health and Family Committee - two social workers are sited at Ernest Manning - one is full time at Ernest Manning and the second usually spends one day of the week at Louise Dean - Ernest Manning and Louise Dean social workers come together for team meetings once a week - meetings with the coordinator to review the social work caseload are held periodically	- more freedom and independence for organizing the social work component at Ernest Manning - feelings of being pulled in two directions - need to meet expectations of CFS and the school - scheduling of off-campus activities (PD Days, meetings) in some cases conflicts with that of Ernest Manning - two on-site social workers serve as a support to each other - share responsibilities, ideas, and planning; however, two is too few to provide a drop-in service to the students - scheduling of one day at Louise Dean allows more freedom/time to organize and plan the upcoming week; however, the social worker is not available to Ernest Manning students on this day

Nurse

Health Services Component of the Program	Advantages/Disadvantages
- the school program specialist sits on the PPA Committee - the nurse is a member of the Health and Family Committee	- the program specialist has the large picture of how the system works, is closer to the decision-making level of the nursing division - she is better able to advocate for the PPA program at a managerial level - the PPA fits under two program specialities (school and child) in public health but is now subsumed under one (school); the nurse is less free to access the resources of child program specialist - information from the PPA Coordinating Committee is received indirectly; some delay is encountered in receiving feedback from the off-site school program specialist

Infant Centre Administrators

Infant Centre	Advantages/Disadvantages
- division into two rooms: infant and toddler room. The Assistant Supervisor takes charge of the toddler room whereas the Supervisor oversees and provides relief in the infant room.	- generally good communications between I.C. supervisors and staff re: mother/child concerns - staff work well as a team in each room - on occasion, the supervisor is not readily available to infant room staff to handle emergent issues which require an administrative decision
- assignment of primary caregiver responsibilities to the Ass't Supervisor	- difficulty of meeting both child care and administrative demands on occasion
- Supervisor's meetings with the Principal and the Health and Family Committee	- good communication of I.C. concerns to relevant others in the PPA and the school
- Infant Centre staff meetings (for staff of each room and also for the two combined)	- good communication within the Infant Centre
- operating hours extended beyond school hours	- mothers have more time in the school day to socialize, talk to the primary caregivers of their children
- part of Ernest Manning High School: the Principal is the director of the I.C.	- support and guidance provided by the Principal - school provides reinforcement re: rules for visitors, attendance, etc. - team approach is promoted

4. _____ has listed _____ objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

APs, Guidance Counsellors, and TAs:

Ernest Manning High School		
Objectives (7)	**Achievements**	**Obstacles**
To provide instruction according to the Alta. curriculum Ratings: Mainly positive (7)	- structure is in place to deliver prescribed instruction (2) - students are integrated into a regular high school setting and are registered in credited courses; parenting students have the same educational opportunities as do regular students (4) - students have access to a full high school program (1) - the structure of the Ernest Manning program (PACE) serves the needs of parenting students well (2) - good teachers at the school (1) - students are allowed to return two or three times - they are given many chances to complete their education (1)	- parenting students do not capitalize on the education offered - high absenteeism amongst students in this group (2) - drop-out is high (2) - students generally do not take a viable program - core academic subjects are avoided, poor achievement in those that are taken (1) - personal problems and background factors inhibit students' ability to succeed (e.g., lates, absences, weak academic skills, incomplete junior high) (2) - lack of commitment, poor attendance, poor coping skills, are barriers to achievement (child care is over-whelming for the youngest mothers; they are unable to manage school and take care of the child) (1)

Ernest Manning High School		
Objectives (7)	**Achievements**	**Obstacles**
To assess educational level upon entry into the program Ratings: Mainly positive (2) Variable success (1) Mainly negative (2) Don't know (2)	- some students are easily processed - those for whom previous records are available, who were successful in their former schools (1) - generally former schools - Louise Dean and others - indicate at what level students are functioning (1) - real assessment begins after the students have been in class for awhile - adjustments are made when capability is established (PACE and the TA system provides the flexibility and support students need to succeed) (1)	- lack of information at intake (e.g., no records for students who came from outside the CBE system, records from Louise Dean not entered on the the SRS system) (2) - no assessment done at intake e.g., students with an incomplete junior high, drop-outs who decided to return after having a baby (2) - acceptance of students (e.g., vocational) who do not have the ability to succeed in an academic program (2) - placement may be appropriate but absenteeism is a barrier to students' success at Ernest Manning (1) - unrealistic goals are held by some students; they drop-out when they are unsuccessful (1)

Ernest Manning High School		
Objectives (7)	**Achievements**	**Obstacles**
To plan an educational program to meet the needs of the individual Ratings: Mainly positive (4) Variable success (1) Mainly negative (1) Don't know (1)	- various processes and programs are in place to accommodate needs of the individual (e.g., PACE, period one spare, parenting course, Time-Out, TA program) (4) - the program allows flexibility for students to work at different rates, in a different environment, and in different ways (1) - the individualized program meets the needs of those who have the ability to succeed in high school (1) - programs are adjusted to take into account students' strengths, interests, future plans (1)	- needs of students who have poor academic skills are not met in the program (1) - students do not take advantage of the systems in place to help them; their energy is focussed on their new role as a mother rather than on attending to their education (1) - students do not capitalize on the opportunities available to them - many problems make it difficult for them to get to school (1) - little commitment on the part of the students and irregular attendance limit their success in school (1) - students get caught in a cycle which is difficult to break when they have no alternative resources to care for their children when ill; absences lead to their getting behind and increased pressure from teachers/TAs to maintain their school work (1)
To evaluate rate of progress and level of achievement in individual courses Ratings: Mainly positive (6) Don't know (1)	- a good reporting system is in place (teachers, TAs, forms for monitoring attendance/ progress, 6 reporting periods) (5) - the system keeps track of students well - TAs become aware quickly when students are in trouble (1) - teachers do a good job in evaluating and reporting student progress (2) - teachers are generally very supportive of the students (1)	- poor attendance (2) - difficulty of keeping posted on parenting students' progress - with many absences they fall behind quickly and have a difficult time trying to catch up (1)

Ernest Manning High School		
Objectives (7)	**Achievements**	**Obstacles**
To monitor and report overall student progress and development Ratings: Mainly positive (3) Some success (3) Don't know (1)	- the system in place is very effective (monitoring by APs, TAs, and social workers, frequent reporting periods) (5) - the Health and Family Committee, TAs monitor students' overall well-being (1) - TAs keep track of students and their needs in daily TA sessions (1) - help is provided through the resource room to students with learning difficulties (assessment of problems and design of remedial strategies) (1)	- poor attendance (1) - students reject attempts of help/support from program staff (1) - students are disorganized, do not follow-through on tasks (e.g., filling out report card forms) (1)
To provide leaving students with an awareness of educational and/or vocational opportunities available Ratings: Mainly positive (4) Some success (3)	- parenting students have access to guidance re: career and post-secondary counselling (the same as other students in the school) (4) - information is also provided through the TA program/ demand periods (4) - the parenting/CALM course includes information about future options (2) - various materials and tests are offered to students to explore career options and identify preferences (1)	- students who withdraw/ drop-out generally leave before exit counselling can be provided (3) - little motivation on the part of students to plan productive futures (plans to stay on social assistance, currently attending school only to avoid going to work) (1) - some students find it difficult to establish long term goals, to make decisions (1) - more can be done particularly as students reach later grades (e.g., encourage students to access the services of the guidance) (1)

Ernest Manning High School		
Objectives (7)	**Achievements**	**Obstacles**
To increase public awareness regarding the educational opportunities available for parenting adolescents Ratings: Mainly positive (4) Some success (2) Mainly negative (1)	- Head of Guidance informs other Guidance Dept. in the system about the PPA (1) - parenting students do presentations at other schools through such programs as junior league (1) - Louise Dean conveys the information to its students and the public (1) - recent media coverage conveyed the information to the public (4) - information is relayed by social services and medical facilities (1) - promotion of the program within the school - positive response of the the general student population to parenting students; they are accepted, mix well with others (3) - information regarding the program generally reaches those who have need of the services (1)	- no consistent effort is made on the part of the school to keep the public informed (no one claims ownership of this task) (1) - there is no formal push on the part of the school to advertise the program (due to fears that some parents will not enroll their children at Ernest Manning because of the program) (1) - factions in the school do not support the program/young mothers (views are that the program is an embarrassment, parenting students are a drain on resources in the school) (1) - poor communication at Louise Dean re: PPA (1) - parenting students contribute to poor public relations (poor attendance, poorly cared for children) (1)

Social workers:

Catholic Family Services		
Objectives (5)	**Achievements**	**Obstacles**
To determine the clients' developmental level Ratings: Assessment device not used extensively (1) Extent of assessment depends on the individual client (1)		- the assessment tool does not suit the age range of clientele seen at Ernest Manning (2) - its use in the initial meeting interferes with the development of rapport with the client (1) - assessment is difficult in instances where the student is unwilling or unable to use the counselling service (1) - the school has too high expectations of immature parenting students (lack of understanding on the part of the school regarding how little support some students have to motivate them to come to school) (1)
To improve the parenting skills of the adolescent mother Ratings: Some success (2)	- opportunities provided in parenting class to learn and practice skills (1) - opportunities provided in individual counselling (1)	- not enough class time for the parenting course (should be extended to a year long course; more time is needed for the students to share their knowledge and experiences, and to problem-solve together) (1) - access to students re: counselling is limited to spares, lunch time, and afterschool; time available is also too short to address concerns completely (1)

Catholic Family Services		
Objectives (5)	**Achievements**	**Obstacles**
To increase the clients' social support systems Ratings: Mostly positive (2)	- opportunities provided through such avenues as the parenting class, TA, and counselling (2) - network is extended through the teen parent friend program (1)	- a lounge area for parenting students would offer them more opportunities to share information and build a support network (1) - too little time is available in parenting class for students to share and discuss concerns of importance to them (1) - early closure of the daycare limits the time students have available to meet with social workers or to take part in extracurricular activities in the school (1) - some staff take on the students' problems as their own rather than helping the students to develop a capacity to solve the problems by themselves; staff are unaware of the work that social workers do with students to develop these skills and therefore do not make referrals when appropriate (1)
To increase the clients' knowledge of community resources Rating: Mostly positive (2)	- good opportunities provided in the parenting class - guest speakers representing various community services are brought in to talk to students(2) - field trips are arranged for the students to visit various community agencies (1)	- too little time in the timetable to conduct field trips (1) - need to access students who are not taking the parenting class - time built into TA sessions would be of help in communicating information to all students (1)

Catholic Family Services		
Objectives (5)	**Achievements**	**Obstacles**
To increase public awareness regarding adolescent parenthood Rating: Mostly positive (2)	- awareness is increased through peer support programs - teen parent friend program and junior league (2) - media brought in to cover the PPA (1)	- loss of class time for students who do the presentations - an issue for those who miss a lot of school in general (1) - no coordination by the PPA re: students' participation in the peer support programs (1) - all components of the PPA were not represented in the media coverage; also confidentiality was not preserved (1)

Nurse:

Calgary Health Services		
Objectives (4)	**Achievements**	**Obstacles**
Health Promotion - to foster and reinforce the achievements of healthy lifestyles, sound health practices and behaviours, and positive adjustments to life span changes by parenting adolescents and their children, with a focus on postpartum health Rating: Positive (within the limits of time)	- promoted through the parenting program, daycare workers, TA program, and individual counselling	- limited time available to instruct/counsel students
Health protection - to protect parenting adolescents and their children against communicable diseases, family violence, injuries, accidents and selected environmental hazards Rating: positive	- reinforcement through daycare staff (interpretation and enforcement of daycare regulations, monitoring of children's health) - reinforcement of preventative aspect (good nutrition, physical well-being, safety) - respond to referrals from daycare staff re: incidences of poor parenting practices on the part of the young mothers	- need more emphasis on maintaining good health - to avoid getting caught in the downward spiral of absences and failure in school

Calgary Health Services		
Objectives (4)	**Achievements**	**Obstacles**
Health problem prevention - to prevent the onset or limit the duration and effect of specific health problems of parenting adolescents and their children and the consequences of those health problems Rating: adequate within the limits of time	- function as a liaison between the mother and the family physician (advocate for the mother with the physician, interpret for the mother the significance of identified problems and implications of medication)	- little time available to follow-up concerns
Community support services - to facilitate the development and use of appropriate health related services for parenting adolescents and their children within the community Rating: limited	- information presented in parenting class - guest speakers were brought in - pharmacist, physician, dental hygienist	- too little time is available to identify needs and recommend resources - more time is needed to set up guest speaking engagements

Infant Centre Supervisors:

Infant Centre		
Objectives (4)	**Achievements**	**Obstacles**
To meet each child's individual needs with consideration for physical, social, emotional, and cognitive development Ratings: Mainly positive (2)	- efforts are directed to meeting children's needs; staff are all qualified in early childhood education and share a common philosophy of child care - staff are trained to identify children's level of development and to provide appropriate activities to stimulate growth - children in the infant room are on individual schedules; learning is encouraged through play and one-on-one interaction with the primary caregiver - a challenging program is offered to toddlers; also the program is flexible allowing the child to engage in the Activity Centre or nap if tired	- wide range of children's ages in the toddler room and consequent difficulty in setting up programs to meet developmental needs - limited facilities are available to meet the needs of older toddlers (daycare space too small to accommodate gross motor activities; access to a larger area is not frequent enough)
To treat each child respectfully in all disciplinary matters Ratings: Mainly positive (2)	- each child is treated as an individual, with understanding - a flexible approach is taken; staff forgo the routine when appropriate (e.g., if a child is not feeling well, irritable, tired) - a policy is in place re: discipline which consists of guiding children's behaviour rather than the use of physical punishment or verbal abuse - disciplinary action for persistent misbehaviour consists of a "time-out" period for the child	- lack of understanding/ support amongst some mothers of approach used in the I.C. - some parents choose to use a different disciplinary approach at home to that used in the I.C. (inconsistency is experienced by the children)

Infant Centre		
Objectives (4)	**Achievements**	**Obstacles**
To enable parents to work closely with the child's primary caregiver so that a trusting bond develops between the parent, child, and caregiver Ratings: Mainly positive (2)	- a child is assigned to one caregiver for the year; a bond grows over time based on trust and a sense of security - generally good working relationships develop; mothers have the option of coming to the I.C. during spares, the lunch hour, to spend time with their children and talk to the caregiver - mothers learn from the methods modeled by the caregivers	- on occasion, depending on history and personality type, the mother and caregiver are slow to connect or do not connect - on occasions when enrolment drops and relief staff are released, the children are reassigned to remaining caregivers
To ensure the primary caregiver is available on an individual basis to meet with parents to discuss the child's progress and any area of concern Ratings: Mainly positive (2)	- many opportunities are available during the day for mothers and caregivers to exchange information on an informal basis - arrangements can be made on request to set time aside for a private meeting	

5. Staff in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward: students, students' children, staff of the other components in the program, and school administration? If not, explain what aspects of your roles/responsibilities lack clarity.

Lack of Clarity Re: Roles/Responsibilities toward

Respondents	Students	Students' Children	Other Components	School admin-istration
APs				
Guidance	1		2	
TAs			1	1
Social workers	1		1	1
Nurse				1
I.C. Supervisors				

Respondents	Comments/Problems/Needs
APs	- clarification is gained as experience in the role increases (1) - responsibilities are clearly defined; however, the role is frustrating as so few students achieve success in the program (1)
Guidance Counsellors	- responsibilities toward students are clearly defined; however, partialing personal counselling to social workers leaves guidance unaware of the background/ needs of the students which would be of use in counselling them in education matters (1) - feelings of uncertainty about what to do if students want to come to guidance rather than to social workers for personal counselling (1) - feelings of uncertainty as to when guidance should terminate counselling (where personal matters are brought up) and refer the student to the social workers (1) - confidentiality of information is an issue; there is uncertainty as to when personal information divulged by students to guidance counsellors should be conveyed to social workers
TAs	- lack of clarity as to how TAs fit into the structure and what responsibilities other levels in the organization hold with respect to TAs (e.g., information-sharing) (1) - roles are clarified through experience, self-defined (3)

Respondents	Comments/Problems/Needs
Social workers	- CFS and school expectations of social workers re: student counselling are unclear, e.g., voluntary or mandatory counselling (1) - boundaries between social workers and TAs are unclear re: student counselling - uncertainty as to when a problem is to be handled by the TA or referred to the social workers (1) - lack of clarity amongst members of the Health and Family Committee as to who is responsible for dealing with problems encountered with the children (1) - responsibilities toward APs are clear but not toward the principal (1)
Nurse	- uncertainty of nursing role in regards to school administration since the replacement of the nurse on the PPA Coordinating Committee with a public health administrator; officially, there is no direct contact between the nurse and school administration
Infant Centre Supervisory staff	- roles/responsibilities have gained clarity since the beginning year of PPA; clarification evolved over time and experience in handling various issues - the Supervisor's job description should be updated; roles/responsibilities have changed since Louise Dean

b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

Respondents	Facilitators	Frustrators
APs	- support of the principal (1) - expertise and efforts of staff in meeting the needs of the students (1) - assignment of some AP tasks to the secretary (1)	- too little time to meet all demands (1) - so much time/effort is expended in working with parenting students and so little success is achieved with this population - students do not have the commitment/dedication to make it to school (1)
Guidance counsellors	- multidisciplinary approach of the program; availability of support services on-site to help meet the needs of the students (1) - support provided to the students by teachers (1)	- role overlap amongst all of those working with the students (re: counselling) and the frustrations that arise when some feel their territory is threatened (1) - the compartmentalized approach which results from dividing the counselling role between guidance and social workers (1) - little updated information conveyed to guidance counsellors (1) - insufficient leadership and ownership of the program on the part of the school; not enough energy is invested to make the program work nor recognition given to staff efforts in attempting to meet the needs of the students (1)

Respondents	Facilitators	Frustrators
TAs	- structure and flexibility of programming at Ernest Manning (PACE and the TA program) which enhances the ability of staff to meet individual student needs (1) - enjoyment of talking to students, helping them, being a sounding board, functioning as a liaison between the student and her teachers (2)	- finding enough time and energy to accomplish all that needs to be done (1) - little experience/expertise in counselling students re: high school requirements (learning as one goes along) (2) - delay in receiving information, notices, about what is happening in the program, plans, activities, etc. (1) - lack of student commitment to their education (1)
Social workers	- support of staff (e.g., guidance, daycare, secretarial) (1) - acceptance, respect directed to social workers by the school (1) - one day scheduled at Louise Dean affords time to prepare, update (time at Ernest Manning then is devoted to counselling) (1)	- limited access to students and the social work role re: those who do not take advantage of counselling services (1) - time constraints imposed on counselling - difficulty in organizing out of class time for counselling (1) - conflicts that rise from the confidentiality issue (expectation in the school that social workers share confidential information while social workers are bound by a code of ethics to not disclose this information); need more acceptance of the recommendations proposed by social workers without disclosure of confidential information on which they were based (1) - acceptance of students who cannot cope with the academic program (1) - sense of program fragmentation (need more leadership, coordination re: intake, assignment of TAs, etc.) (1)

Respondents	Facilitators	Frustrators
Nurse	- good access to mothers and their children through the parenting class and daycare	- difficulty of reaching those students who are not taking the parenting class - too little time available to serve as a strong resource in the program (e.g., to daycare staff and students) - limited contact with school administration; sense of being isolated in the school
Infant Centre Supervisory staff	- length of time employed in the Infant Centre (gradual growth into the supervisory role) (1) - support provided by the social workers and nurse (1) - support and team work of I.C. staff (1) - caretaking staff in the school to clean the facility (1)	- delays in accessing the social workers and the nurse when they attend to duties outside of the school (1) - confusion as to who to refer students to for help; overlapping roles amongst various agencies in the program (2) - difficulty (as an Ass't Supervisor) of attending to both child care and administrative demands (1) - difficulty of dealing with young mothers who are failing in school (1)

c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

Respondents	Needs
APs	- find some way to improve attendance (1) - free up more time from various low-level administrative tasks to invest in leadership and curriculum development activities (1)
Guidance counsellors	- improve communications - keep staff updated about what is happening in the program (1) - designate a coordinator who will take ownership of the program (1)
TAs	- clear commitment to the program on the part of the school (resistance adds a burden to those who are doing their best to make it work) (1) - continued support from social workers e.g., sharing responsibilities such as calls to the home (1) - an orientation to foster better understanding re: keeping/surrendering decision-making (1) - a TA room closer to one's office (1)
Social workers	- a coordinator to pull the program together - organize a wholistic approach to meet educational, socio-emotional, etc. needs (1) - an orientation for teachers re: issues parenting students face, the role of social workers in the program, when and how to refer access the services of the social workers (1) - general staff meeting to introduce new social workers (1) - an awareness and acceptance of the social work role (i.e., roles/responsibilities which take social workers out of the school - home visits, collaboration with other agencies) (1) - extension of daycare hours to allow sufficient time for counselling (1)
Nurse	- extend nurse time in the school - better coordination and support for the program (need more effort/commitment on the part of administration to facilitate the operation of the program and address the needs of students)
Infant Centre Supervisory staff	- increase availability of the social workers and the nurse; facilitate I.C.'s referrals to these professionals (1) - schedule time out of the toddler room (Ass't Supervisor) to deal with administrative concerns (1) - extend daycare hours to provide more time to deal with such matters as ordering supplies, etc. (1)

d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

Respondents	Problems/Needs
APs	- none
Guidance counsellors	- roles/responsibilities have been clarified; however, a coordinator is needed to get everyone working together (1) - too many people are working with the students in a piece meal manner; one person should be assigned responsibility to provide cohesive direction to a student (1)
TAs	- updating of all roles (roles change/expand over time) (1)
Social workers	- overlap of the roles of social workers, TAs, (and guidance) re: counselling (2) - clarification of who is in charge of organizing the parenting class (who is to make decisions re: scheduling, assignment of credits, etc.) (1)
Nurse	- roles/responsibilities are clearly defined; however, they are not being carried out as originally intended (e.g., information from lower level committees is not being consistently carried to the PPA level, emphasis of the program has been placed on mainstreaming students rather than attending to their special needs)
Infant Centre Supervisory staff	- overlap between TAs and social workers roles re: counselling students in personal concerns (2) - responsibilities held by social workers outside of the school (1)

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

a) Level of cooperation amongst the agencies/disciplines

Respondents	Mainly satisfactory	Somewhat satisfactory	Problematic
APs	2		
Guidance		1	1
TAs	2		1
Social workers		2	
Nurse		1	
I.C. Supervisors	1	1	

Respondents	Positives	Problems/Needs
APs	- everyone is working to do their best for the students (1)	- frustrations arise from different perspectives amongst the agencies as to what the priorities are for parenting students (2)
Guidance Counsellors	- staff from the various agencies have developed a good working relationship over time (1)	- little contact between staff of some of the PPA components; some do not take advantage of the resources available to them (1) - agencies become frustrated when the school does not prioritize the PPA; the PPA is a small part in the Ernest Manning program but a major one for other agencies (1)
TAs	- everyone is more than willing to help in Health and Family Committee meetings; advice, information-sharing re: moms is helpful (1) - reliance on social workers to provide help - home contacts, counselling, advice (1) - agencies work together to handle any issues which arise (1)	- information-sharing is limited (each component has only part of the total picture of a student) (1)
Social workers	- efforts are being made to cooperate, e.g., team meetings to discuss students (2)	- difference in values/beliefs amongst the agencies can lead to conflict/program fragmentation; acknowledgment of differences is needed and more team effort put forth to meet student needs (1) - CBE and CFS appear to struggle for the balance of power/importance in the program (1) - perspectives of what is important differ between front line workers and the PPA administrators (PPA administrators are, removed, less aware of day to day issues) (1)

Respondents	Positives	Problems/Needs
Nurse	- at the service delivery level, people generally work hard with the resources they have	- need greater support at the administrative level for a wholistic approach to students - the current focus is on academics to the detriment of other aspects of the students' lives
Infant Centre Supervisory staff	- cooperation is as extensive as time constraints allow (1) - processes in place facilitate cooperation (meetings, team approach) (1)	- social worker and nurse commitments outside the school curtail their availability to the PPA (1) - in-school hours of the nurse and social workers need to be clarified; I.C. staff need to know when they can count on these professionals being available (1)

b) Communication/information sharing amongst the agencies/disciplines

Respondents	Mainly satisfactory	Somewhat satisfactory	Problematic
APs	2		
Guidance	1		1
TAs	2		1
Social workers	2		
Nurse			1
I.C. Supervisors	1	1	

Respondents	Positives	Problems/Needs
APs	- everyone one pulls together to work out problems when they are identified (1) - more time spent in meetings would not be productive (1)	- need to find more time to consult with team members (1)
Guidance Counsellors	- communication is satisfactory if one attends the meetings, asks questions (1)	- little information is transmitted down from the PPA Committee or between other levels in the program; the approach is fragmented with little sense of sharing (1)

Respondents	Positives	Problems/Needs
TAs	- good communication processes in place (meetings, open sharing between agencies, comfort in approaching various staff for information/assistance) (2)	- poor attendance at meetings (difficulty in getting a total picture of what is happening with students when vital people do not attend) (1)
Social workers	- Health and Family meetings foster good communications (1) - contacts are made throughout the day on an informal manner (1) - networks established over the years work well (1)	- on occasion, information regarding actions taken with students (withdrawal, transfer) is not forthcoming from administration; more consistent collaboration re: decision-making would be helpful (1) - arranging a meeting with the nurse is difficult (both the nurse and social worker have off-campus responsibilities) (1) - advance notice re: schedule/timetable changes is not received (these can lead to disrupted plans re: guest speakers, field trips) (1) - advance notice re: scheduling of the parenting course is not forthcoming (1) - students may not be referred to social workers when appropriate; counselling is taken on by staff who are less qualified to handle student problems (1)
Nurse	- information sharing is satisfactory at the service delivery level, e.g., within the Health and Family Committee	- lateral and vertical communications are poor (e.g., Student Progress Committee does not meet, information from lower level committees does not consistently reach the PPA Coordinating Committee, no one on the Coordinating Committee has ongoing direct contact with the students)

Respondents	Positives	Problems/Needs
Infant Centre Supervisory staff	- communication processes in place are effective (e.g., leaving notes, meetings) (1) - social workers and the nurse keep Infant Centre staff informed, provide needed information/ feedback to I.C. staff as soon as they can (1)	- inavailability of the social workers and the nurse is a concern; I.C. staff encounter delays in relaying concerns (1) - more Health and Family Committee meetings would be useful (1)

c) Follow-through on identified concerns

Respondents	Mainly satisfactory	Somewhat satisfactory	Problematic	Don't know
APs	2			
Guidance			1	1
TAs	1	1	1	
Social workers		2		
Nurse			1	
I.C. Supervisors	2			

Respondents	Positives	Problems/Needs
APs	- everyone does the best they can; good effort on everyone's part in working with the students (1)	
Guidance counsellors		- difficulty of follow-through when students do not share the same concerns as do staff (e.g., poor attendance) nor make use of the services in place to help them (1)
TAs		- more time in meetings to address concerns (1) - limited availability of the nurse to provide support to students (1) - difficulty of taking a wholistic approach to students when important information is not shared amongst the disciplines (confidentiality issue) (1) - follow-through is constrained when students do not respond (e.g., fail to show up for meetings) (1)

Respondents	Positives	Problems/Needs
Social workers	- good follow-through on the part of daycare and the nurse (1)	- health concerns of mothers identified in Health and Family meetings are not adequately addressed; need to follow up concerns, e.g., home visits, advocacy for the student with her doctor (1) - APs are often too busy with other demands to follow-up concerns re: parenting students (1) - sharing of information feels one-sided on occasion (efforts are made to communicate information but little is received in return) (1) - attention to the operational aspects of the program appears sporadic (no one takes charge for setting and communicating intake dates, student orientation, etc.) (1)
Nurse	- good follow through at the service delivery level; everyone works hard to help students achieve success	- issues of concern (i.e., high drop-out rate) are not being addressed by PPA administration
Infant Centre Supervisory staff	- good follow-through (feedback, information sharing, responses to requests) once concerns are identified (1) - good follow through (follow-up and feedback) on the part of school administration (1)	- outcomes or results generally are not communicated unless requested (1)

7. With respect to the development of programs, policies, and procedures,

a) how satisfied are you with the current decision-making strategies used to plan a course of action?

Respondents	Mainly satisfied	Somewhat satisfied	Mainly dissatisfied
APs	2		
Guidance			2
TAs	2		1
Social workers			2
Nurse			1
I.C. Supervisors	1		1

Respondents	Positives	Problems/Needs
APs	- issues are discussed on all levels before decisions are made (1) - structure is in place (e.g. committees, procedures) to maintain the operation of the program (1)	
Guidance counsellors		- little is known about how matters are conducted at the PPA Committee level (1) - little information is conveyed about what decisions are made by the PPA Coordinating Committee and on what basis they are made (1)
TAs	- everyone works together to make improvements; everyone does their best to make the program work (1) - generally the results are satisfactory; getting what is needed (1)	- decision-makers are too far removed from the work being done with the students; decisions are made with little input from front line workers and little feedback is received from Coordinating Committee meetings (1)

Respondents	Positives	Problems/Needs
Social workers	- relaxation of rules re: attendance (1)	- unclear policies/decision-making re: - acceptance of students into the program (1) - withdrawal of students (1) - transfer of parenting students to Louise Dean (1) - need better organization of aspects of the PPA - intake, orientation, TA program (choice and training) (1) - need advance preparation of students before they begin classes (preliminary assessment of needs, life skills training) (1)
Nurse		- little coordination has been achieved in the program; major concerns are not being tackled - agencies' commitment to meeting the needs of students is queried
Infant Centre Supervisory staff	- effective strategies are in place in the I.C.- policies are enforced, a consistent approach is taken, the I.C. runs smoothly, school administration helps in the development of policies and their follow through (1)	- information from lower level committees is not consistently transmitted to the PPA Coordinating Committee; PPA members do not all sit or do not regularly attend lower level committee meetings and therefore do not carry information to the Coordinating Committee level as originally planned (1)

b) To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

Respondents	Mainly satisfied	Somewhat satisfied	Mainly dissatisfied
APs	2		
Guidance	1		1
TAs	2		1
Social workers	1	1	
Nurse		1	
I.C. Supervisors	2		

Respondents	Positives	Problems/Needs
APs	- opportunities for input available if desired (1)	
Guidance counsellors	- opportunities for input, voicing of concerns are available (1)	- more information is needed about what issues are being addressed at the PPA Committee level and front line workers offered a chance for input particularly if decisions will affect their work with the students (1)
TAs	- free to give input in meetings, to administration (2)	- little opportunity for input; need more time made available to give to the program (1)
Social workers	- opportunities provided for input (2) - feedback received on decisions made (2)	- need more input from front line workers to PPA planning (PPA Coordinating Committee members are removed from the day to day operation of the program, communication is awkward considering the administrative structure of the program and the formal/informal processes in place) (1)
Nurse	- opportunities were available for input in the Health and Family Committee and setting up the parenting course - health concerns of students are acknowledged at the PPA Coordinating Committee level	- uncertainty at this point in time how effectively the current nursing organizational structure at the PPA administrative level will work
Infant Centre Supervisory staff	- I.C. administrators are asked for input, have a voice in various meetings (2)	

c) Are there any ways in which current decision-making strategies could be improved?

Respondents	Yes	No
APs	1	1
Guidance	1	1
TAs	1	2
Social workers	2	
Nurse	1	
I.C. Supervisors	2	

Respondents	Problems/Needs
APs	- on occasion, too much time is spent on consultation (1)
Guidance counsellors	- more communication is needed to and from the PPA Committee and more opportunities for input from front line workers when their representation is relevant (1)
TAs	- provide TAs relief time to participate in meetings, organize the program (1) - allow TAs input into decisions which ultimately will affect their work with parenting students (e.g., assignment of incoming students to TAs) (1) - streamline the program - reduce the number of people/ organizations that one has to deal with (1)
Social workers	- more input should be obtained from front line workers before PPA decisions are made (1) - assign a coordinator to take charge of the program (1) - a system needs to be set-up where information re: student attendance and discipline is routinely communicated to social workers (1) - improve communications to daycare, e.g., intake dates (1)
Nurse	- need to delegate responsibility for the program to one individual - to act in a leadership capacity to pull the program and staff together
Infant Centre Supervisory staff	- informal processes rather than the formal organizational structure are used to transmit information and plan courses of action (1) - committees need to be chaired by those who will be available for all meetings (1) - a message board is needed in the I.C. where notices specific to PPA actions and decisions may be posted (1)

8. In general, do you think the current organizational structure of the PPA is the most effective way of: a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program?

Respondents	Mostly positive	Mostly negative	Positives and negatives
APs	1		1
Guidance		2	
TAs	1		2
Social workers			2
Nurse		1	
I.C. Supervisors			2

Respondents	Positives	Problems/Needs
APs	- the structure facilitates a quick response to needs (1)	- the need for a complex structure is queried considering little success so far has been gained with the expenditure of much effort; perhaps a simpler structure, including just the daycare and the existing educational facilities should be tried (1) - communication is difficult to maintain on occasion (support network is large and contacting all that are needed is difficult to arrange, staff are unavailable for the meeting) (1)
Guidance counsellors		- needs of students are difficult to define (education is not a priority for some and the success for others limited by various background factors) (1) - approach taken is too fragmented to meet needs of students effectively; one central person should be assigned to provide direction to a student in the program (1) - a coordinator is needed to take charge of the program (1) - clarification of the roles and expectations of various staff in the program is needed (1)

Respondents	Positives	Problems/Needs
TAs	- Committees function well (1) - opportunities available for input into the Coordinating Committee (1) - children are well cared for in the daycare (1) - multiple entry points in the year are helpful to students (1)	- allotment of more nurse time to the program is needed to meet the needs to a greater extent (1) - need to reduce the off-campus time of social workers (1) - need to smooth the transition between outgoing and incoming social workers (more cross-over time between old and new staff, orientation for new staff re: caseload carried by outgoing staff) (1) - assignment of new students to one TA proved disadvantageous to the TA and the students themselves (1) - need to find some way to improve student attendance (1)
Social workers	- the multidisciplinary approach in which three agencies work together to meet the needs of students is advantageous (contributes to the success of more students) (1)	- fragmentation is evident at times (need more cohesiveness, team-building) (1) - formal structure does not work effectively (too little representation of front line workers on the PPA Coordinating Committee, actions are determined by informal rather than formal processes) (1) - need closer monitoring of the program (general meetings scheduled twice rather than once a year to evaluate progress) (1)
Nurse		- approach to students is fragmented; needs are not identified or addressed, nor a proactive response taken - the structure as originally intended has not been implemented very well

Respondents	Positives	Problems/Needs
Infant Centre Supervisory staff	- needs of students and their children are prioritized (although efficiency in this regard would be attained with better coordination) (1)	- a review of the organizational model is needed: informal rather than formal processes are used to attend to needs (1) - some committees do not meet; pertinent information is not received by decision-makers (e.g. APs re: attendance); decision-makers are not made aware of problems until they have grown to crisis proportions; responses are reactive rather than proactive in manner (1) - inavailability of social workers and the nurse contributes to difficulties in coordinating efforts (1)

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

Respondents	Successes	Yet to Reach Success
APs	- some students are successful in school (1) - an opportunity for a full educational program in a regular high school setting is provided to students (1) - those who make the effort receive positive feedback, acceptance (1)	- many students do not gain success in school (1) - the structure is sound; however, a number of factors outside of the school's control jeopardize the students' success (1)
Guidance counsellors	- provide an opportunity for single moms to continue their education (1) - accommodation of slow learners (make a difference in their lives) (1) - some of the students successfully complete high school (those who valued an education and were successful students before their pregnancy) (1) - a safe, healthy environment is provided to the students' children (1) - daycare serves as a positive role model for students; students gain the sense of what parenting skills are effective (1) - parenting course addresses needs of students (1) - much support is provided to the students (teachers) (1)	- school has not met needs of dysfunctional students (low academic abilities, poor home supports); program has not been adjusted to meet needs of such students (1) - high drop-out rate (need to develop a better support network outside the school to enable the students to stay in school) (1)

Respondents	Successes	Yet to Reach Success
TAs	- opportunity for the students to acquire an education; experience academic success (2) - program allows time for students to make decisions re: future direction (1) - promotion of student learning, personal growth, positive self-image, self-responsibility, future goals (2) - student access to a large support system (1) - student access to a daycare while they attend classes (1) - better preparation for the future (a high school diploma for some and for others a greater chance to find a job) (1)	- high drop-out rate (1) - high level of absenteeism (1) - unwillingness of some students to accept the help that social workers offered (1)
Social workers	- some students obtained success (graduation, went on to post-secondary studies, a job) (2) - some students who dropped out returned at a later date to continue their education (1) - personal growth stimulated through the support, encouragement provided in the program (1) - daycare offered a positive environment for the child and mother (good care of children, positive relationships established with the mothers) (1)	- second pregnancies are on the rise (1) - need more support/ programming for students with poor academic skills - immigrant students, vocational students (2) - program is fragmented (need to put someone in charge of the program, need recognition of the importance of all the components in the program) (1)
Nurse	- adolescence is normalized for capable students; integration with other students is a positive factor for those who can succeed in the mainstream	- need to strengthen/utilize to a greater extent the supports in place in the program in order to enable students to experience academic success (e.g., attend to financial, health needs as well as gaps in academic skills) - need to screen those who can succeed in the program and refer others to alternative programs

Respondents	Successes	Yet to Reach Success
Infant Centre Supervisory staff	Parenting student benefits from the program: - a chance to complete high school (1) - integration into a regular education program (a wide range of academic courses and options are available; mothers have a chance to associate with regular high school students as well as those in the PPA) (1) - good resources in the school to attend to individual needs (1) - parenting/CALM class is of benefit to the mothers and ultimately their children (1) Successes relative to former Louise Dean program: - better attendance in the PPA (1) - higher level of student satisfaction now compared to Louise Dean years (they have more time to socialize, they like to spend their spare time in the daycare) (1)	- poor attendance (illness of mother and/or child) hinders success in school (1)

10. What future direction do you think the program should take?

Respondents	Future Direction
APs	- continue the program (1) - simplify the structure to include only the daycare and the existing educational facility (1)
Guidance counsellors	- continue the program (1) - assign responsibility of the program to a coordinator (1) - screen applicants for ability to succeed in an academic program (refer others to alternatives such as AVC, Viscount Bennett, etc.) - organize a support system outside of school (e.g., group home with an older person functioning as an advisor to the students) (1)

Respondents	Future Direction
TAs	- continue the program (1) - find ways to encourage better attendance, decrease the drop-out rate (1) - place greater emphasis on the development of decision-making skills (1) - place similar programs in other parts of the city (1) - increase community awareness and support for programs for young mothers (1)
Social workers	- more liaison between Louise Dean and Ernest Manning (clarification of issues re: acceptance of parenting students at Louise Dean, communication re: number of students transferring to the PPA from Louise Dean) (1) - better program coordination (e.g., assignment of a coordinator) (1) - clarification of entry requirements of students (definition of which students are to be admitted, rejected) (1) - develop a segregated program for parenting students (with staff trained to work empathetically with the students and to work as a team to meet the needs of students); integration is positive on face value but in actuality is a drain on parenting students (1)
Nurse	- need to clarify the program's mandate - special program in a mainstream high school - and set up a structure to support the mandate (screening and assessment, programming for accepted students) - recruit staff whose values are compatible with the program philosophy, and provide them with on-going support (inservice re: needs of the parenting student population) - improve program coordination - assign an individual to coordinate service delivery and report to the PPA Coordinating Committee
Infant Centre Supervisory staff	- continue the program (2) - extend hours of the social workers and the nurse (address student concerns re: children's health and nutrition, child-raising) (1) - review and revision of the organizational model (1) - develop programs to meet the needs of parenting students who are not accepted/do not qualify for the PPA (1)

11. Is there anything you would like to add about the program and its operation?

Respondents	Comments/Needs
APs	- PD development (re: parenting student population and various agencies' roles) would be of personal value (1)
Guidance counsellors	- parenting students are only a small part of school personnel's responsibilities whereas they constitute the major focus of other agencies in the program (1)
TAs	- parenting students who are older tend to drop out as they do not fit into the high school setting; older students possibly should be directed toward adult education (1) - too little time left from the teaching workload to keep on top of problems which emerge for parenting students (1) - positive returns from involvement in the program - development of relationships with the parenting students, provision of support (1)
Social workers	- personal information needs to be held in confidence rather than shared indiscriminately amongst staff (1) - personal counselling should be the domain of social workers (1) - staff need workshops re: multidisciplinary approach (1) - recognition for successes of parenting students should be included at the graduation and awards ceremonies (1)
Nurse	- work that is being done is important. Concerns addressed are major ones for society. Education is a ticket out of poverty for the young mothers.
Infant Centre Supervisory staff	- positive view of the program (1) - the program is generally working well, however, some organizational aspects which frustrate staff should be addressed (1)

PPA Coordinating Committee Interviews

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position roles/responsibilities in the program.

Position	Length of Involvement	Roles/Responsibilities
Principal	Third year	- chairman of the PPA Coordinating Committee - in charge of intake in earlier years of the program
Guidance Dept. Head	Third year	- school representative on the PPA Coordinating Committee - currently in charge of intake - counselling duties over the three year period
Coordinator of Clinical Services, Catholic Family Services	Second year	- Supervisor of social work staff at Louise Dean and Ernest Manning - program development - representative of Catholic Family Services on the PPA Coordinating Committee - Chairperson of the Health and Family Committee
School Program Specialist, Calgary Health Services	First year	- representative of Calgary Health Services on the PPA Coordinating Committee - program planning

2. Presented in the following is an outline of matters concerning the operation of the PPA. For each of the matters, please indicate the areas which you believe are satisfactorily addressed and the areas which you believe require attention. In addition include suggestions for improvement where relevant.

a) Funding for the program	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- compensations are provided by CBE (extra .5 teacher and .5 secretary) (1) - adequate funds available for the daycare (upgrading, staffing, equipment) (1) - adequate funding from Catholic Family Services re: social work staff at Ernest Manning (1) - additional support for the moms is provided by the community, Infant Centre, and Ernest Manning Students' Council (1)	- more compensation needed for the time required to work with this high risk group (1) - little knowledge outside one's own agency as to how the others fund their part in the program; information in this regard would be helpful (1) - insufficient funding by Calgary Health Services; however, more is not available to increase the nurse's time in the school (1) - a full time coordinator is needed to direct the program (1)

b) Agencies' support of the program (CBE, Calgary Health Services, Catholic Family Services)	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- strong philosophical support for the program coming from all three of the agencies (1) - support from CBE senior administration (1) - Catholic Family Services' long-standing commitment to this population (services are extended to young moms both in and outside the program) (1) - Calgary Health Services' commitment to this population (in addition to the program, district offices are tracking young moms throughout the city) (1)	- more nurse time is needed (2) - greater CBE compensation for the demands that the program places on school staff (1) - no definite criteria established for the program by CBE; allocation of compensatory staffing is reviewed each year (1) - changing CFS priorities - one social worker now spends one day at Louise Dean (1) - agencies do not share common values or views of the wholistic approach; needed is more team work, a systematic way of working together to identify problems and determine strategies to deal with problems (1) - clarification of the mandate of the program is needed (if the aim is to mainstream the students, then only those who are capable of achieving success in academics should be accepted and alternatives found for the remainder) (2)

c) School facilities, equipment, and supplies	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- excellent school facilities (1) - Infant Centre - good facilities, well-supplied and staffed, well-maintained (4) - location of social workers in the guidance complex is advantageous re: facilitating inter-communications (1) - good office for the nurse (2) - good office for the Infant Centre supervisor (1) - daycare staff use teachers staff room (1) - satisfactory supplies, etc. available for running the parenting course (1)	- office of one social worker is isolated (there is no other space available at this time) (1) - scheduling of CALM in a classroom near to the daycare proved disadvantageous - the wing is somewhat isolated and regular students have created disturbances, e.g., damaged lockers (1) - a lounge for parenting students or mailboxes would afford staff a means of more easily contacting the students (1)

d) Staffing	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- compensatory staff provided by CBE (1) - reasonable complement of social work staff for the program (1) - satisfactory social work staff in place in the program (professional and personal qualities) (1) - excellent staffing in the Infant Centre - good child care and role modeling (1)	- more nurse time is needed (2) - need greater CBE compensation for the demands that the program places on school staff (1) - constraints are placed on selecting guidance staff and TAs (e.g., need female staff, staff who are accepting of young moms, staff willing to expend extra time and energy which this student population demands) (1) - need to strengthen the teaching role of Infant Centre staff (1) - some staff assigned to the program are not supportive of parenting students nor of the role played by supporting agencies; these staff undermine the work that is attempted with the students (1) - need an orientation for TAs to increase their understanding re: circumstances which young moms face (1) - a coordinator is needed to take charge of the program (1)

e) Development of specialized curriculum for parenting students	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
Parenting course: - developed by inter-agency cooperation, by those with experience with parenting students and understanding of their needs (2) - curriculum designed to address identified needs amongst young moms - parenting, communication, self-esteem, etc. (2) - offered twice a year to accommodate multiple entry dates (1) - compulsory requirement - facilitates group work with the students and demonstrates support on the part of the school for the work done by the support agencies (2) PACE: - needs addressed through the individualized process (1)	- much staff time was invested in developing the parenting course; time should now be redirected to other aspects of the services provided to the students (1) - no programming available to meet the needs of those functioning at a junior high, vocational level (2)

f) Functioning of the PPA Coordinating Committee	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- the program is at a stage of evolution where the PPA Coordinating Committee can now function in a manner originally envisioned (i.e., dealing with larger program issues) (1) - membership has evolved to include only administrative representatives of the three agencies (2) - accomplishments include organizing the evaluation of the program (1) - the binders to include minutes of meetings have a potential of being a good method of communicating the activities of the PPA Coordinating Committee (1)	- unclear mandate of the committee; sense of direction is lacking (2) - poor lines of communications, e.g., agenda items and minutes do not filter down to front line workers and front line workers such as TAs are not represented on the committee (1) - no processes are in place which allow individuals access to the committee; formal organizational model does not appear to be operational (1) - lack of clarity re: at what level (PPA Coordinating Committee or lower level committees) decisions are to be made (1) - poor organization of committee meetings (agenda items are not distributed with sufficient lead time, minutes are not always taken) (2) - need a coordinator to organize the program (1) - need to re-start discontinued Principal-social worker coordinator meetings held prior to the PPA Committee sessions; the meetings offered opportunities to go over agenda items (1)

g) Coordination of agencies services with the school: - agreement on goals and objectives	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**

- school's continuing endorsement of the goals and objectives as stated (1)
- overall goals are common to the agencies (1)
- agreement on an intellectual level (1)
	- some conflict where agencies' politics differ (e.g., high profile for the parenting program espoused by CFS whereas the school for different reasons espouses a low profile) (1)
	- two sets of goals - overall program goals and institution's goals - add confusion: institution's goals should be dropped as they divide agencies' efforts - each develops their own agenda (1)
	- focus of the program is strongly academic: need more attention directed to the health and other needs of parenting students (1)
	- services are fragmented: need more commitment to the collaborative/team process in order to be more effective in attending to the "whole person" (1)
	- differences in mandates, values, and views amongst the agencies (3)
	  - the agencies are not equal partners in the program - the school is the dominant part (1)
	  - the moms constitute a small part of the total population to which the school attends whereas they represent the total clientele for the social workers; frustrations arise when social workers push for more for the moms and the school is unable to respond (1)
	  - conflicts arise in instances where school staff have little background re: issues young moms face and whose values lead them to respond in a negative way (1)

g) Coordination of agencies services with the school: - delineation of agencies' roles/responsibilities in the program	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- delineated in program guidelines; mandates are clearly defined (2) - overlap occurs as a result of student preferences of who to go to for counselling; staff use their professional judgment as to when it is appropriate to refer the student to others with greater expertise in the field (1)	- some staff are uncomfortable with overlapping roles (1) - teachers may be unclear as to whom to approach in the program (1) - uncertainty as to whether or not staff are clear about their roles on various committees or the relationships between the committees (some meetings are getting longer with no appreciable results) (1) - both formal and informal networks are in place; personalities in addition to various networks add to the confusion (1) - counselling role requires clarification; perhaps inservices should be arranged to clarify the distinction between supportive and therapeutic counselling in order that school staff know when referrals to social workers should be made (1) - need to ensure that consistent information is presented in instances where students are counselled by various staff, e.g., parenting information; also efforts need to be made to ensure that outcomes and follow-up are communicated (1) - expectations of students re: meeting with social workers needs to be clarified at registration (1)

g) Coordination of agencies services with the school: - cooperation amongst the agencies and their representatives	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- generally satisfactory (problems when they occur are minimal) (1) - everyone is attempting to do the best they can within the framework as they understand it (1) - good cooperation between social work and health components (1) - good reception at the PPA Coordinating Committee level for new members (1)	- queried is inter-agency support and cooperation at the PPA Coordinating Committee level (3) - lack of clarity re: function of a representative from guidance on the PPA Coordinating Committee (1) - need to review the organizational structure to see if it may be simplified (possibly the time spent on committee meetings may be better spent in direct work with the students) (1) - the organizational model is not in operation - student progress committee does not meet (1) - program is fragmented - little consultation amongst members re: decision-making, planning courses of action (1)

g) Coordination of agencies services with the school: - communications amongst the agenices and their representatives	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- communication with the Supervisor of the Infant Centre is most productive (the Supervisor is aware of what is happening with the moms and their children on a daily basis) (1) - nearby location of social workers and guidance facilitates communications re: intake (1) - opportunities to address concerns are available at PPA Coordinating Committee meetings (1) - binders (if used as intended) are a good way of communicating information (1)	- efforts are continued re: finding a balance - the minimal amount of communication needed to work effectively (1) - formal procedures may not be clear to all staff; informal processes are used moreso than formal (1) - information may not be reaching front line workers from the PPA Coordinating Committee (1) - need to insure that information placed in binders is updated, of professional quality; the issue of confidentiality of information and who should have access to the binders need to be resolved (1) - lack of clarity re: outside agencies' access to office supplies/materials and secretarial services, and supplies/materials for the parenting class (1)

g) Coordination of agencies services with the school: - delineation of lines of authority	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**
- Coordinating Committee assumes overall leadership of the program - concerns are discussed and resolved by way of group consensus (1) - Principal rules in matters involving the program (2) - the Guidance Head makes final decisions re: intake (1) - matters re: staffing of the components (e.g., hiring, scheduling) are the sole responsibility of each agency (1)	- need better communication amongst members of the PPA Coordinating Committee re: plans and decision-making within each agency which may impact on the operation of the program (1) - periodically need to reaffirm with the school that decisions re: assignment of duties to social work staff is the responsibility of the off-campus coordinator; social workers in the school do not function autonomously (1) - awkward lines of authority re: health component - the nurse reports to her supervisor (who has little involvement with the program) rather than to the school program specialist who sits on the PPA Coordinating Committee; decision-making authority in the program is held by the director of nursing to whom the the school program specialist reports (1)

g) Coordination of agencies services with the school: - decision-making strategies	
Satisfactory Aspects	**Problems/Aspects Which Require Attention**

- strategies developed over time (1)
- decisions re: intake are made by the Head of Guidance and the social workers (1)
- social work coordinator sits on the Health and Family Committee - good opportunity afforded to learn about prevalent issues and the social worker caseload (1)
- input is gained from everyone concerned; however, final decisions re: policies and procedures are made by the school - the program is within a school and the school (compared to the other two agencies) has made the greater investment in the program (1)
	- inbalance at the PPA Coordinating Committee level; two representatives from CBE compared to one from each of the remaining agencies (1)
	- formal procedures may not be clear to all staff; informal processes are used moreso than formal (1)
	- organizational structure has not been implemented as originally designed - the committee which includes APs does not meet, players in the program make decisions on an independent rather than collaborative basis (1)
	- lateral linkages between committees are poor (1)
	- strategies tend to be reactive (crisis management) rather than proactive (1)
	- uncertain or poor strategies re:
	  - acceptance of students functioning at the junior high level (1)
	  - acceptance of parenting students at Louise Dean (1)

h) Overall management of a multidisciplinary program under the auspices of the CBE

Satisfactory Aspects	Problems/Aspects Which Require Attention
- good job done by the school in building the program (1) - input from agencies gained through the PPA Coordinating Committee (1) - daycare under the directorship of the Principal (1) - the prime advantage: parenting students have the opportunity to take a normal route through school; are integrated in a regular school environment (1) - on-site support services help keep the parenting students in school (1)	- power does not rest at the PPA Coordinating Committee level; management decisions are made at private meetings prior to PPA Coordinating Committee meetings (1) - problems re: politics, overlap, inequality of the three agencies would be resolved if all program staff were CBE employees (1) - better coordination is needed to improve efficiency and program effectiveness (1) - need better representation of the support agencies in the initial intake meeting (1) - school needs to be more sensitive and supportive of the socio-emotional and health needs of the parenting students (1) - need to clarify the role of the TA and provide training re: parenting student population (1) - lack of success with dysfunctional students - a high drop-out rate (1)

i) Accountability of staff to agencies outside the school system

Satisfactory Aspects	Problems/Aspects Which Require Attention
- problems are resolved at the PPA Coordinating Committee level (1) - satisfactory set-up for social workers contact maintained through Catholic Family Services staff meetings, team meetings, and individual meetings with the social work coordinator (1) - placement of a public health administrator on the PPA Coordinating Committee is an improvement - experience and knowledge of public health administration and programming is brought to the PPA Coordinating Committee; information re: operation of the program is transmitted to the Director of nursing (1) - no comment; little knowledge of issues related to this matter (1)	- the nurse is directly accountable to the supervisor at the district health office who is little involved in the program - the nurse has not received much direction re: the program (1)

3. Are you aware of other operational or organizational matters which from your perspective are satisfactorily addressed or require further attention?

N = 2

Satisfactory Aspects	Problems/Aspects Which Require Attention
	- reduction in options resulting from requirements imposed on the students re: first period spares, parenting course; perhaps courses which students are unable to time-table should be built into other periods (1) - the issue re: acceptance of students who do not have the ability to succeed in high school needs to be addressed (need to clarify entry criteria, develop programs to meet needs of low-functioning academic students, find alternatives to the PPA for these students) (2) - need more than one individual to conduct the initial intake interview, possibly a female in addition to a male counsellor to add another perspective to decision-making (1)

4. In what respects do you think the program has been successful and in what respects has it yet to reach success?

Successes	Yet to Reach Success
- mainstream education provided to parenting students (good instruction, full educational program, availability of an extracurricular program, interaction with regular students) (1) - provision of a program to parenting teens with onsite daycare and support services (1) - incorporation of the parenting course into the curriculum (1) - provision of an orientation for incoming students (1) - completion of high school by some parenting students (2) - transfer of some students back to their home schools (1) - more education/learning and better preparation for the future gained by all students (1) - student gain in self-confidence and sense that success is attainable (1) - less turn-over of staff; greater program continuity as staff remain in the program for a longer period of time (1)	- strategies to address needs of dysfunctional students (1) - need to define what success is in the program (1) - need to clarify entry requirements and turn away those whose needs cannot be met at Ernest Manning (1) - need to determine how the program failed re: preventing second pregnancies (1) - need to address the high drop-out problem (1) - need to clarify roles/responsibilities and also gain support for the "whole person" approach of the program (1)

5. What obstacles, if any, need to overcome in order to realize the program goals and objectives more completely?

Organization of the program:
- need to fine tune program operation to remove the irritants where possible and encourage acceptance where they cannot be changed (e.g., in order to maintain consistency, intake should be conducted by the same person who processes withdrawals) (1)
- need to clarify roles/responsibilities (1)
- need to develop a collaborative team approach (1)
- need to identify differences in values amongst the agencies involved in the program and to develop ways in which all can come together to address the needs of the students (1)
- need to clarify the goals of the program and outline measurable objectives of success (1)

Programming:
- need to develop strategies to deal with dysfunctional students - students with educational gaps which prevent their success (1)
- need for school staff to understand what problems parenting students face (health, emotional, etc.) and to develop realistic expectations of this group of students (1)

Student characteristics:
- unstable home environment (1)
- poor academic background; lack of previous success in school (1)

Support services
- needed is student access to babysitters to take care of their children when they are ill (1)

6. What future direction do you think the program should take?

- limit enrolment to parenting students who can succeed in a mainstream high school program (1)
- clarify criteria for entry into the program - identify academic, socio-emotional criteria which will maximize success (1)
- define the mandate of the program (re: what it can do) and determine ways of functioning effectively and efficiently (1)
- acquire more compensation for the burden which the parenting student group places on school staff (1)
- acquire a coordinator to take charge of the program (1)
- continue to build a collaborative model - use available resources more effectively (1)
- focus efforts on future planning at the PPA Coordinating Committee level (1)
- determine where the PPA fits with other programs evolving in the community (i.e., PICSS and Louise Dean) (1)
- provide inservice to all front line staff who work with parenting students (1)

7. Is there anything you would like to add about the program and its operation?

N = 1

Positive view of the program:

- changeover from Louise Dean to PPA was successful (number of children in the daycare reached capacity, parenting students have the advantage of being in a normal high school environment with access to a full complementary educational program, regular students view the program and parenting students positively, male staff members serve as positive role models for parenting students whose background experiences re: males were negative)
- the focus is on providing services to facilitate student success; staff may have to accept ambiguity which arises from the multidisciplinary approach

APPENDIX C

Questionnaires and Interview Schedules

Calgary Board of Education

EVALUATION OF THE PROGRAM FOR PARENTING ADOLESCENTS

STUDENT QUESTIONNAIRE

1. Answer each multiple choice question by selecting only one response. Circle the number of the response you choose.

   e.g., In what area of Calgary is Ernest Manning located?
   1. Northwest
   2. Northeast
   (3). Southwest
   4. Southeast

2. Answer open-ended questions fully. If there is not enough space provided for your answer, please use the back of the page.

3. Please add comments in the margins if you wish to explain your responses to the rating scales.

4. Please be assured that your responses will remain anonymous. Do not sign your name to the questionnaire.

5. Remember that this is not a test. There are no right or wrong answers. You are providing useful information by reporting your true feelings.

6. If you do not understand a question, please raise your hand to ask for help.

Thank-you for your assistance.

PROGRAM FOR PARENTING ADOLESCENTS (PPA)

STUDENT QUESTIONNAIRE

Background Information

1. How old are you? _____ years

2. In what grade are you? _____

3. In how many courses are you registered this semester? _____

4. In what school year did you enter the PPA?
   1. 1989 - 90
   2. 1988 - 89
   3. 1987 - 88
   4. Other (Please specify) _____

5. In what month did you enter the PPA? _____

6. Were you a student at the Louise Dean School?..1. no 2. yes

7. How long were you out of school prior to your enrolling in the PPA? (Note: Exclude summer months)

   _____ school years and _____ months

8. Please indicate:

   - the number of children you have: _____
   - and their ages: _____

9. Where is/are your child(ren) placed while you are in class?
   1. Ernest Manning Infant Centre
   2. Day care
   3. Mother/relatives
   4. Other

10. Are you:.....1. single 2. married

11. What are your current living arrangements?
    1. living alone
    2. living with parents/relatives
    3. living with spouse/commonlaw partner
    4. other

12. What is your major source of financial support?
    1. student finances
    2. social services
    3. parents
    4. spouse/commonlaw partner
    5. other

13. In what part of Calgary do you reside?
    1. Southwest
    2. Southeast
    3. Northwest
    4. Northeast

14. Generally, by what means and how long does it take you to travel to the Ernest Manning High School?

_____

_____

15A. To what extent have you experienced problems in the following areas during your attendance of the PPA?

Problems	Not a problem 1	A minor problem 2	Occasional problem 3	Considerable problem 4	Very serious problem 5
Maintaining your health.....	1	2	3	4	5
Maintaining your child's health.....	1	2	3	4	5
Receiving adequate financial assistance	1	2	3	4	5
Receiving emotional support from family members.....	1	2	3	4	5
Finding adequate housing.....	1	2	3	4	5
Managing your finances.....	1	2	3	4	5
Coping with legal issues.....	1	2	3	4	5
Maintaining a satisfactory social life.	1	2	3	4	5
Making and maintaining personal relationships.....	1	2	3	4	5
Balancing the demands of yo school work and child.....	1	2	3	4	5

B. Are there any other personal problems with which you contend while attending the PPA? If so, please explain what they are.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Orientation

16. Students who entered the PPA in the current school year were asked to take part in an orientation session prior to the beginning of classes. At the session, students were introduced to staff who played major roles in the PPA (e.g., Assistant Principals, TAs, guidance counsellors, the nurse, social workers, and Infant Centre staff), and were provided information about various aspects of the program.

Did you take part in an orientation session?

1. no
2. yes

If you responded "yes", please answer the following:

a) To what extent did the orientation session promote:

	Don't know	Not at all	A Little	Some	Much
	0	**1**	**2**	**3**	**4**
Your understanding of:					
- the objectives of the PPA...	0	1	2	3	4
- the role played by various PPA staff.....	0	1	2	3	4
- how to access the services provided by the various agencies involved in the PPA	0	1	2	3	4
Your feeling comfortable in the program.....	0	1	2	3	4
Your getting acquainted with other parenting students.....	0	1	2	3	4

b) Are there any ways in which you think the orientation session could be improved in order to be of greater value to incoming parenting students? Please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____

c) On the basis of your experiences, would you recommend the continuation of the orientation process for incoming parenting students?.....1. yes 2. no

Parenting/CALM Class

17. Have you taken the parenting/CALM class?
    1. no
    2. yes

If you responded "yes", please answer the following:

a) In what year and semester did you take the course?

_____

b) To what extent did the course promote the following:

	Don't know	Not at all	A little	Some	Much
	0	**1**	**2**	**3**	**4**
• Your knowledge of:					
- child development and behaviour...	0	1	2	3	4
- health and nutrition needs of children.....	0	1	2	3	4
- health and nutrition needs of mothers.....	0	1	2	3	4
- safety and accident prevention in the home.....	0	1	2	3	4
- effective parenting skills.....	0	1	2	3	4
- skills to cope with your dual role as a student and parent.....	0	1	2	3	4
- practical skills to manage aspects of daily living.....	0	1	2	3	4
- community resources which are available to parenting students and their children.....	0	1	2	3	4
• Confidence in your parenting role..	0	1	2	3	4
• Support amongst parenting students..	0	1	2	3	4

c) If you took the CALM part of the course, indicate the extent to which you gained knowledge of various career/job prospects available to someone of your interests and talents:
1. Not at all 2. A little 3. Some 4. Much

d) To what extent was the parenting/CALM course of value to you as a parenting student?
1. not at all 2. A little 3. Some 4. Much

e) Are there any improvements which you think could be made in order to make this course of greater value to you?

_____
_____
_____
_____
_____
_____
_____
_____

Consultation with PPA Team Members

18. Is it clear to you what functions the following serve in the PPA?

	Yes	No
Assistant Principals.....	1	2
Guidance counsellors.....	1	2
Teacher-advisors.....	1	2
Social workers.....	1	2
Nurse.....	1	2
Infant Centre staff.....	1	2

19. Do you know who to contact if you need help or advice in the following matters?

	Yes	No
Timetabling/course selection.....	1	2
Progress in course work.....	1	2
Future careers, educational options.....	1	2
Personal concerns.....	1	2
Child/parenting concerns.....	1	2
Family/relationship concerns.....	1	2
Financial concerns.....	1	2
Housing/accommodation concerns.....	1	2
Health concerns.....	1	2

20. Have you encountered any problems in accessing the following professionals when you needed their help or advice?

	Don't know Not applicable	Yes	No
Assistant Principals.....	1	2	3
Guidance counsellors.....	1	2	3
Teacher-advisors.....	1	2	3
Social workers.....	1	2	3
Nurse.....	1	2	3
Infant Centre staff.....	1	2	3

21. To what extent do you feel comfortable in approaching the following professionals for help or advice if needed?

	Not at all	A Little	Some	Much
Assistant Principals.....	1	2	3	4
Guidance counsellors.....	1	2	3	4
Teacher-advisors.....	1	2	3	4
Social workers.....	1	2	3	4
Nurse.....	1	2	3	4
Infant Centre staff.....	1	2	3	4

22. Indicate the extent to which you have sought help or advice from the following in a) the current school year and b) the past school year: (N/A = not applicable)

	a) Current School Year			b) Past School Year			
	Not at all	Occasionally	Frequently	N/A	Not at all	Occasionally	Frequently
	1	2	3	0	1	2	3
Assistant Principals	1	2	3	0	1	2	3
Guidance counsellors	1	2	3	0	1	2	3
Teacher-advisors....	1	2	3	0	1	2	3
Social workers.....	1	2	3	0	1	2	3
Nurse.....	1	2	3	0	1	2	3
Infant Centre staff.	1	2	3	0	1	2	3

Assistant Principals

23. a) What contact have you had with the Assistant Principals since you began the PPA, and b) what matters were addressed?

_____
_____
_____
_____
_____

24. In what ways were they of help to you? _____
_____
_____
_____
_____
_____
_____
_____

25. Are there any ways in which they could have been of greater help to you? _____
_____
_____
_____
_____
_____
_____

Teacher-Advisors (TAs)

26. With respect to the daily and weekly TA sessions scheduled for parenting students, please indicate:

a) the extent to which you feel the sessions are of benefit to parenting students
1. Not at all 2. A little 3. Some 4. Much

b) the benefits you have received from the TA sessions

_____
_____
_____
_____
_____
_____
_____

c) what improvements could be made to make the TA sessions of greater benefit to parenting students _____

_____
_____
_____
_____
_____
_____
_____
_____

27. Have you met with your TA on an individual basis?
1. no
2. yes

If you responded "yes", please answer the following:

a) Did you meet to talk about the following:

	Yes	No
Your timetable/program of studies.....	1	2
Your learning and progress in course work	1	2
Future career and/or educational plans.....	1	2
Personal concerns.....	1	2
Child/parenting concerns.....	1	2
Family/relationship concerns.....	1	2
Housing/accommodation concerns.....	1	2
Financial concerns.....	1	2
Other (please specify).....	1	2

_____

b) To what extent was the TA of help to you?
1. Not at all 2. A little 3. Some 4. Much

c) Are there any ways in which the TA could have been of greater assistance to you? _____

_____
_____
_____
_____
_____
_____
_____
_____

Guidance Counsellors

28. Have you made use of the services offered by the guidance counsellors?
    1. yes
    2. no

    If you responded "no", please indicate the reasons why you have not made use of these services: _____

29. If you have used the services of the guidance counsellors, please answer the following:

a) Did you meet to talk about the following:

	Yes	No
Your timetable/program of studies.	1	2
Your learning and progress in course work.....	1	2
Future career and/or educational plans.....	1	2
Personal concerns.....	1	2
Child/parenting concerns.....	1	2
Family/relationship concerns.....	1	2
Housing/accommodation concerns.....	1	2
Financial concerns.....	1	2
Other (please specify).....	1	2

_____

_____

b) To what extent were the guidance counsellors of help to you?
1. Not at all 2. A little 3. Some 4. Much

c) Are there any ways in which the services of the guidance counsellors could be improved in order to be of greater assistance to you? _____

PPA Social Workers

30. Have you made use of the services offered by the social workers?
    1. yes
    2. no

    If you responded "no", please indicate the reasons why you have not made use of these services: _____

31. If you have used the services of the social workers, please answer the following:

a) Did you meet for the following purposes:

	Yes	No
Individual counselling.....	1	2
Couple counselling.....	1	2
Family counselling.....	1	2
Other (please specify).....	1	2

_____

b) Did you meet to talk about the following:

	Yes	No
Your timetable/program of studies.	1	2
Your learning and progress in course work.....	1	2
Future career and/or educational plans.....	1	2
Personal concerns.....	1	2
Child/parenting concerns.....	1	2
Family/relationship concerns.....	1	2
Housing/Accommodation concerns.....	1	2
Financial concerns.....	1	2
Other (please specify).....	1	2

_____

_____

c) To what extent were the social workers of help to you?
    1. Not at all 2. A little 3. Some 4. Much

d) Are there any ways in which the services of the social workers could be improved in order to be of greater assistance to you? _____

PPA Public Health Nurse

32. Have you made use of the services offered by the nurse?
    1. yes
    2. no

    If you responded "no", please indicate the reasons why you have not made use of these services: _____

33. If you have used the services of the nurse, please answer the following:

a) Did you meet for the following purposes:

	Yes	No
Concerns/advice re: parenting.....	1	2
Concerns/advice about your own health.....	1	2
Concerns/advice about your child's health....	1	2
Information re: diseases, medication, etc.	1	2
Referral to a doctor.....	1	2
Other (please specify).....	1	2

_____
_____

b) To what extent was the nurse of help to you?
   1. Not at all 2. A little 3. Some 4. Much

c) Are there any ways in which the services of the nurse could be improved in order to be of greater assistance to you or your child? _____

Infant Centre

34. If your child was never registered in the Infant Centre, indicate:

a) what arrangements you have made for the care of your child

_____

_____

_____

b) if you find these arrangements satisfactory...1. yes 2. no

35. If your child is currently registered in the Infant Centre or had been in the past, please answer the following.

a) To what extent are/were you satisfied with the following aspects of the Infant Centre?

	Don't know	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
	0	1	2	3	4	5
Care your child receives.....	0	1	2	3	4	5
Infant Centre approach to guiding children's behaviour.....	0	1	2	3	4	5
Infant Centre approach to stimulating children's learning.....	0	1	2	3	4	5
Infant Centre approach to mothers...	0	1	2	3	4	5
The facilities.....	0	1	2	3	4	5

b) Generally, how satisfied are you with the way that the Infant Centre is run?
1. Not at all 2. A little 3. Some 4. Much

c) Are there any ways in which the Infant Centre could be improved in order to be of greater assistance to you and your child? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Education

36. What educational goals are you working toward at Ernest Manning (e.g., high school diploma, completion of your current grade)?

37. How satisfactory do you feel your progress has been so far in working toward your academic goals?

1. Very satisfactory 2. Satisfactory 3. Neutral 4. Unsatisfactory 5. Very unsatisfactory

38. What factors are helping you gain success in school?

39. What factors are holding you back in school?

40. In general, how would you rate your level of academic achievement:

	Uncer-tain	Very Poor	Poor	Fair	Good	Excel-lent
	0	1	2	3	4	5
At Ernest Manning.....	0	1	2	3	4	5
At your former school..	0	1	2	3	4	5

41. In general, how would you rate your attitudes toward school:

	Uncer-tain	Very Negative	Negative	Neutral	Positive	Very Positive
	0	1	2	3	4	5
At Ernest Manning....	0	1	2	3	4	5
At your former school	0	1	2	3	4	5

42. On the basis of your personal experiences at Ernest Manning, rate your agreement or disagreement with the following statements.

	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	0	1	2	3	4	5
• The P.A.C.E. approach to studies is advantageous for parenting students..	0	1	2	3	4	5
• The opportunity to enter a course at any of six points in a year is an advantage for parenting students.....	0	1	2	3	4	5
• Teacher expectations of my course work are suitable for my abilities...	0	1	2	3	4	5
• I am pressured to accomplish academic goals without regard to the personal problems with which I contend.....	0	1	2	3	4	5
• Teachers in this school care about me and my education.....	0	1	2	3	4	5
• Teachers are understanding and supportive of parenting students.....	0	1	2	3	4	5
• Teachers treat me as a mature individual.....	0	1	2	3	4	5
• I can get help from my teachers when I need it.....	0	1	2	3	4	5
• I have a good feeling about myself in this school.....	0	1	2	3	4	5
• Attitudes of students in this school are positive toward parenting students	0	1	2	3	4	5
• I have difficulty getting my homework done on time.....	0	1	2	3	4	5
• I can generally manage my course workload quite well	0	1	2	3	4	5
• Attendance policies for parenting students are fair.....	0	1	2	3	4	5

43. To what extent do you think that the educational program at Ernest Manning is meeting the needs of parenting students?

1. Not at all 2. A little 3. Some 4. Much

44. Are there any ways in which you think the approach taken at Ernest Manning might be improved in order to meet the educational needs of parenting students to a greater extent?

_____
_____
_____
_____
_____
_____
_____
_____

Time-Out

45. The PPA has in place a procedure which allows "time-out" from studies for parenting students to attend to personal problems affecting their progress in school. The student in this time period is withdrawn from the regular credit program and allowed to concentrate on the areas of her life which prevent her from being successful in her studies.

Have you taken "time-out" from your studies since entry into the PPA?

1. no
2. yes

If you responded "yes", please answer the following:

a) How long were you out of school? __ weeks and ___ days

b) Did you take time-out for reasons concerning the following?

Reasons	Yes 1	No 2
• Your illness.....	1	2
• Illness of your child.....	1	2
• Problems with your finances...	1	2
• Housing/accommodation problems	1	2
• Family/relationship problems..	1	2
• Other (please specify)	1	2

_____

c) Did taking time-out prove to be a good decision for you? Please explain your answer.

_____
_____
_____
_____
_____
_____
_____
_____
_____

d) Could the school or staff who work with parenting students have been of greater assistance to you at this time? Please explain your answer.

_____
_____
_____
_____
_____
_____
_____

Goals of the PPA and Parenting Student Needs

46. How well do you think the PPA is achieving the following?

Goals	Don't Know	Very Poor	Poor	Fair	Good	Excellent
	0	**1**	**2**	**3**	**4**	**5**
• Encouraging students to continue their education.....	0	1	2	3	4	5
• Providing students with social and emotional support.....	0	1	2	3	4	5
• Helping students to realistically plan for the future	0	1	2	3	4	5
• Providing students with information and counselling in the areas of health and family planning.....	0	1	2	3	4	5
• Providing a high quality nursery for the students' children	0	1	2	3	4	5

47. Overall, how well do you think the PPA is meeting the needs of parenting students?

0. Uncertain 1. Very Poor 2. Poor 3. Fair 4. Good 5. Excellent

48. In what ways does the PPA best serve the needs of parenting students? _____

49. In what ways does the PPA fail to meet the needs of parenting students? _____

50. Would you recommend the PPA to others in circumstances similar to yourself? Why or why not? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

51. Any concluding comments?

PROGRAM FOR PARENTING ADOLESCENTS (PPA)

STUDENT INTERVIEW

1. How old are you? _____ years

2. In what grade are you? _____

3. How long have you been in the PPA? _____

4. When did you first learn about the PPA?

5. For what reasons did you choose to enroll in the PPA?

6. <u>Education</u>

   a) In what ways have you benefited from the type of education program offered at Ernest Manning?

b) Have you encountered difficulties with any aspects of the Ernest Manning program?

c) Are you satisfied with the progress you have made so far at Ernest Manning?

d) Are there any ways in which the program might be improved in order to meet your needs to a greater extent?

7. Assistant Principals

a) What function do you think the Assistant Principals serve in the PPA?

b) In what ways have they been of help to you?

c) Are there any ways in which they could be of greater help to you?

8. Guidance Counsellors

a) What function do you think the Guidance Counsellors serve in the PPA?

b) In what ways have they been of help to you?

c) Are there any ways in which they could be of greater help to you?

9. Teacher-Advisors

a) What function do you think TAs serve in the PPA?

b) In what ways have they been of help to you?

c) Are there any ways in which they could be of greater help to you?

10. Social Workers

a) What functio you think the social workers serve in the PPA?

b) In what ways have they been of help to you?

c) Are there any ways in which they could be of greater help to you?

11. Health Services

a) What function do you think the nurse serves in the PPA?

b) In what ways has she been of help to you and your child?

c) Are there any ways in which she could be of greater help to you and your child?

12. Infant Centre

a) What function do you think the Infant Centre serves in the PPA?

b) In what ways have Infant Centre staff been of help to you and your child?

c) Are there any ways in which they could be of greater help to you and your child?

13. Parenting Course

a) In what ways did you benefit from the parenting course?

b) Are there any ways in which the course could be improved in order to meet your needs to a greater extent?

14. Support System

a) Has the PPA helped you to expand the network of people on whom you can call for support?

b) Do you feel free to call on people in your support network whenever their help would be of use to you?

15. Referrals

a) Do you think you have acquired a good knowledge base from the PPA about what services are available in the community should you or your child need help?

b) Do you feel confident in approaching various community resources should you need their services?

c) Have any PPA team members referred you to any community resources?

If yes:

i) To which agencies were you referred?

ii) If you contacted the agencies, what benefits did you gain from their services?

iii) If you did not contact the agencies, why you did not do so?

16. Overlapping Services

a) Being a student in a program where a number of different disciplines are involved in providing services, there may be occasions where overlapping amongst the services occur. Have you experienced any instances where the same kinds of activities, information or assistance are presented to you from different sources?

If so, in what ways does overlapping occur and what advantages and disadvantages have you experienced as a result of the overlapping?

17. Personal Changes

a) What (other) changes have you seen within yourself since you have been in PPA, and to what do you attribute the changes?

18. Parenting Students' Needs

a) Based on your experiences, what are the greatest problems and needs of parenting students such as yourself?

b) What strengths do you think parenting students such as yourself have which help them to manage two roles - that of a student and a mother?

c) How well do you think the PPA addresses the needs of parenting students?

19. Any concluding comments?

PROGRAM FOR PARENTING ADOLESCENTS (PPA)

FORMER STUDENT INTERVIEW

1. How old are you?
2. Are you 1. single 2. married
3. How many children do you have and what are their ages?
4. What are your living arrangements at the present time?
5. How long has it been since you left the PPA?
6. How long were you registered in the PPA?
7. In what grade were you when you first enrolled in the PPA?
8. What academic progress did you achieve during your enrollment in the PPA, e.g., credits, grades passed?
9. What is the highest level of education you have completed since leaving the PPA?
10. How are you presently occupied, e.g., going to school, working? If working, what is your occupation? Full-time or part-time?
11. What are your future plans, e.g., continue education, eventual employment?

12. For what reasons did you choose to enter the PPA?

13. Former students who did not graduate from Ernest Manning:

a) For what reasons did you leave the PPA?

b) What would have encouraged you to remain in the PPA?

14a. What aspects of the education program offered at Ernest Manning were particularly helpful to you when you were enrolled as a student?

b. Did you encounter difficulties with any aspects of the Ernest Manning program?

15. In what ways were the following particularly helpful to you when you were enrolled as a student in the PPA:

a) Assistant Principals

b) Guidance Counsellors

c) Teacher-Advisors

d) Social Workers

e) Nurse

f) Infant Centre staff

g) Parenting Class

16. What would have made your PPA experiences better for you than they were?

17. Are there any aspects of your PPA experiences that are now particularly useful (i.e., Are you aware of applying the knowledge or experience you gained as a student in the PPA?)

18. Are there any ways in which the PPA could have better prepared you for your current activities (e.g., course work, health and family planning, infant care, parenting)?

19. Did you find the career information you received in the PPA helpful to you since you left the school?

20a. Did you acquire a good knowledge base about what services are available in the community to help you and/or your child?

b. Since leaving the PPA, have you contacted any community service agencies for help (e.g., public assistance, daycare, child welfare, public health, family planning clinics, legal aid, employment opportunities branches of Social Services)? Why or why not?

c. If you needed help in the future, would you contact relevant service agenices in the community? Why or why not?

21. Having been away from the PPA for some time, have you gained perspectives which enable you to recommend changes for the improvement of the PPA (e.g., to the educational, administrator, Guidance, TA, social work, health, and Infant Centre components)?

22. In what ways do you think the PPA best served the needs of parenting students?

23. In what ways do you think the PPA failed to meet the needs of parenting students?

24. Would you recommend the PPA to parenting teenagers?

25. Any concluding comments about the PPA?

Calgary Board of Education

MEMORANDUM

Date: March, 1990

To: Ernest Manning High School Teachers
From: Program Evaluation

Re: Evaluation of the Program for Parenting Adolescents (PPA)

The PPA Coordinating Committee has requested Program Evaluation to conduct an assessment of the Program for Parenting Adolescents. The program is now in its third year of operation, and a review desired to determine program strengths/weaknesses and future directions.

Participants in the assessment include the parenting students, staff who are directly involved in the operation of the program, and Ernest Manning teachers. All teachers are requested to take part in a survey, irrespective of the degree of their contact with parenting students.

Your input would be greatly appreciated. **Please complete the enclosed questionnaire and return it via inter-school mail to Program Evaluation by March 30, 1990.** A self-addressed envelope is provided for your convenience.

The information collected from teachers will be compiled into aggregate data. Please be assured that your responses will remain anonymous. Do not sign your name to the questionnaire.

If you have any questions about the survey, please feel free to contact me (294-8167) or Mr. Allan McLennan, Supervisor, Program Evaluation (294-8172).

Thank-you for your cooperation in this matter.

Mary Remizoff - Researcher
Program Evaluation

PROGRAM FOR PARENTING ADOLESCENTS (PPA)

TEACHER QUESTIONNAIRE

For multiple choice questions, circle the number of the item corresponding to your answer.

1. How long have you been teaching at Ernest Manning?
   1. first year
   2. second year
   3. third year
   4. fourth year
   5. fifth year or more

2. In what subject area do you mainly teach?
   1. academics
   2. business education
   3. technical/vocational
   4. fine arts
   5. physical education
   6. other

3. Do/did you have any parenting students in your class:

	Yes	No	Don't know	Not Applicable
This school year	1	2	3	4
In the 1988-89 school year	1	2	3	4
In the 1987-88 school year	1	2	3	4

4. To your knowledge, how many parenting students have you taught this school year? _____

5. Do you feel that, <u>for your purposes</u>, you have adequate knowledge about the following?

	Yes	No	Uncertain No opinion
• The objectives of the PPA.....	1	2	3
• The roles/responsibilities of those involved in the program:			
- Assistant Principals.....	1	2	3
- guidance counsellors.....	1	2	3
- teacher advisors.....	1	2	3
- social workers.....	1	2	3
- nurse.....	1	2	3
- Infant Centre staff.....	1	2	3
• Expectations placed on students in the PPA.....	1	2	3
• Nature of the parenting student population (their strengths, weaknesses, needs).	1	2	3
• PPA progress/success.....	1	2	3

If you have had PPA students in your class, please answer the remainder of the questions in this questionnaire. If you have never had any PPA students in your class, please proceed to questions #14 and #15.

6. Are you <u>generally</u> satisfied with information/feedback you receive with respect to the following?

	Yes	No	Uncertain No opinion
• Who in your class are PPA students	1	2	3
• Background of parenting students in your class (strength/weakness, home/family circumstances, etc.)....	1	2	3
• Crises or stresses affecting parenting students in your class....	1	2	3
• Status of parenting students who are absent from your class.....	1	2	3
• Actions taken with parenting students you referred to resources in the school.....	1	2	3

7. Did you find that the TA system was generally an effective means of communicating parenting student concerns to and from the classroom?

1. yes 2. no 3. Uncertain/not applicable

8. Were your referrals of parenting students to the following resources processed to your satisfaction?

	Yes	No	Uncertain No opinion
• Administrators.....	1	2	3
• Teacher Advisors.....	1	2	3
• Guidance counsellors....	1	2	3
• Other (please specify) _____	1	2	3

If you responded "no" to any of the above, please indicate the reasons for your dissatisfaction:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

9. What impact (positive and/or negative) have parenting students had on a) you and b) your class? _____

10A. To what extent do you think the education program and approach at Ernest Manning meet the needs of parenting students?

0. Uncertain 1. Not at all 2. A little 3. Some 4. Much

B. In what ways do the educational program and instructional approach meet the needs of parenting students?

C. In what ways do the educational program and instructional approach fail to meet the needs of parenting students?

11. Do you think there is sufficient support (e.g., inservice, professional and material resources) available to teachers to help them meet the needs of parenting students?
    1. yes
    2. no
    3. uncertain

    If you responded "no", please indicate what support is needed: _____

12. To what extent do you think the school is successful with respect to the following:

	Don't know	Not at all	A Little	Some	Much
	0	**1**	**2**	**3**	**4**
• facilitating parenting students' continuation their education.....	0	1	2	3	4
• offering educational opportunities which meet the needs and interests of parenting students.....	0	1	2	3	4
• providing a warm, supportive learning environment to parenting students.....	0	1	2	3	4
• promoting parenting student acceptance, belonging in the school.....	0	1	2	3	4
• promoting parenting student acceptance and management of self-responsibility.....	0	1	2	3	4
• preparing parenting students for their future endeavours.....	0	1	2	3	4

13. Have the policies in place for parenting students (e.g., attendance, time-out, first period spares) proved satisfactory? Please explain._____

14. What future direction do you think the school should take with respect to its parenting student population? _____

15. Any concluding comments?

Calgary Board of Education

MEMORANDUM

Date: March, 1990

To: Infant Centre staff
From: Program Evaluation

Re: Evaluation of the Program for Parenting Adolescents (PPA)

The PPA Coordinating Committee has requested Program Evaluation to conduct an assessment of the Program for Parenting Adolescents. The program is now in its third year of operation, and a review desired to determine program strengths/weaknesses and future directions for the program.

Participants in the assessment include the parenting students, administration, teachers, and personnel of the various agencies involved in the program. All Infant Centre caregivers are requested to take part in a survey.

Your input would be greatly appreciated. **Please complete the enclosed questionnaire and return it via inter-school mail to Program Evaluation by March 30, 1990**. A self-addressed envelope is provided for your convenience.

The information collected from caregivers will be compiled into aggregage data. Please be assured that your responses will remain anonymous. Do not sign your name to the questionnaire.

If you have any questions about the survey, please feel free to contact me (294-8167) or Mr. Allan McLennan, Supervisor, Program Evaluation (294-8172).

Thank-you for your cooperation in this matter.

Mary Remizoff - Researcher
Program Evaluation

PROGRAM FOR PARENTING ADOLESCENTS (PPA)

INFANT CENTRE QUESTIONNAIRE

For multiple choice questions, please circle the number corresponding to your answer.

1. How long have you been working in the Infant Centre?
   1. first year
   2. second year
   3. third year
   4. fourth year
   5. fifth year or more

2. Do you feel that, for your purposes, you have been satisfactorily informed about the following?

	Yes	No	Uncertain No opinion
• The objectives of the PPA.	1	2	3
• The roles/responsibilities of those involved in the program:			
- teacher advisors	1	2	3
- social workers	1	2	3
- nurse	1	2	3
• Expectations placed on students in the PPA	1	2	3
• Nature of the parenting student population (their strengths, weaknesses, needs)	1	2	3
• PPA progress/success	1	2	3

3. Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

	Yes	No	Uncertain No opinion
• Students' children	1	2	3
• Students	1	2	3
• Staff of the other components in the program	1	2	3

What role/responsibility clarifications would you find helpful?

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4. Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

5. Are there any ways in which current circumstances could be improved in order to facilitate your performance of various duties? If so, what are they?

6. To what extent do you think the Infant Centre has achieved its stated goals?

Goals:	DK 0	Not at all 1	A little 2	Some 3	Much 4
• meeting each child's individual needs with consideration for physical, social, emotional, and cognitive development	0	1	2	3	4
• treating each child respectfully in all disciplinary matters	0	1	2	3	4
• promoting the development of a trusting bond between the parent, child, and caregiver	0	1	2	3	4
• ensuring that the primary caregiver is available on an individual basis to meet with the parent to discuss the child's progress and any area of concern	0	1	2	3	4

7. What obstacles, if any, need to be overcome in order to achieve the goals more completely? _____

8. In what ways are the other agencies/disciplines involved in the PPA of assistance to you? Are there any ways in which they could be of greater assistance to you and the children (and mothers) under your care?

9. What future direction do you think the PPA should take?

10. Any concluding comments?

PPA TEAM

ASSISTANT PRINCIPAL INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, roles/ responsibilities in the program.

2. Has the AP role in the program changed since your involvement, and if so, what were the effects?

3. Describe how the AP role in the program is currently organized, and what advantages and disadvantages result from this structure?

4. Ernest Manning High School has listed seven objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) to provide instruction according to the Alberta curriculum

   b) to assess educational level upon entry into the program

   c) to plan an educational program to meet the needs of the individual

   d) to evaluate rate of progress and level of achievement in individual courses

   e) to monitor and report overall student progress and development

   f) to provide leaving students with an awareness of educational and/or vocational opportunities available

   g) to increase public awareness regarding the educational opportunities available for parenting adolescents

5. Staff involved in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

a) Level of cooperation amongst the agencies/disciplines

b) Communication/information sharing amongst the agencies/disciplines

c) Follow-through of the agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

PPA TEAM
GUIDANCE COUNSELLOR INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, roles/ responsibilities in the program.

2. What changes in the organization and procedures of the guidance component of the program have occurred since your involvement in the program, and what were their effects?

3. Describe how the guidance component of the program is currently organized, and what advantages and disadvantages result from this structure?

4. Ernest Manning High School has listed seven objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) to provide instruction according to the Alberta curriculum

   b) to assess educational level upon entry into the program

   c) to plan an educational program to meet the needs of the individual

   d) to evaluate rate of progress and level of achievement in individual courses

   e) to monitor and report overall student progress and development

   f) to provide leaving students with an awareness of educational and/or vocational opportunities available

   g) to increase public awareness regarding the educational opportunities available for parenting adolescents

5. Staff in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

a) Level of cooperation amongst the agencies/disciplines

b) Communication/information sharing amongst the agencies/disciplines

c) Follow-through of agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

11. Is there anything you would like to add about the program and its operation?

PPA TEAM
TEACHER-ADVISOR INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, roles/responsibilities in the program.

2. What changes in the organization and procedures of the TA component of the program have occurred since your involvement in the program, and what were their effects?

3. Describe how the TA component of the program is currently organized, and what advantages and disadvantages result from this structure?

4. Ernest Manning High School has listed seven objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) to provide instruction according to the Alberta curriculum

   b) to assess educational level upon entry into the program

   c) to plan an educational program to meet the needs of the individual

   d) to evaluate rate of progress and level of achievement in individual courses

   e) to monitor and report overall student progress and development

   f) to provide leaving students with an awareness of educational and/or vocational opportunities available

   g) to increase public awareness regarding the educational opportunities available for parenting adolescents

5. Staff involved in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

a) Level of cooperation amongst the agencies/disciplines

b) Communication/information sharing amongst the agencies/disciplines

c) Follow-through of agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

PPA TEAM
SOCIAL WORKER INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position, roles/responsibilities in the program.

2. What changes in the organization and procedures of the social work component of the program have occurred since you began in the program, and what were their effects?

3. Describe how the social work component is currently organized, and what advantages and disadvantages result from this structure?

4. Catholic Family Services have listed five objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) to determine the clients' developmental levels

   b) to improve the parenting skills of the adolescent mother

   c) to increase the clients' social support systems

   d) to increase the clients' knowledge of community resources

   e) to increase public awareness regarding adolescent parenthood

5. Staff in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

   c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

   d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

   a) Level of cooperation amongst the agencies/disciplines

   b) Communication/information sharing amongst the agencies/disciplines

   c) Follow-through of agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

   To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

   Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

PPA TEAM
NURSE INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position, roles/responsibilities in the program.

2. What changes in the organization and procedures of the health component of the program have occurred since you began in the program, and what were their effects?

3. Describe how the health services component is currently organized, and what advantages and disadvantages result from this structure?

4. Calgary Health Services have listed four objectives in the PPA. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) Health Promotion - to foster and reinforce the achievements of health lifestyles, sound health practices and behaviours, and positive adjustments to life span changes by parenting adolescents and their children, with a focus on postpartum health.

   b) Health Protection - to protect parenting adolescents and their children against communicable diseases, family violence, injuries, accidents and selected environmental hazards.

   c) Health Problem Prevention - to prevent the onset or limit the duration and effect of specific health problems of parenting adolescents and their children and the consequences of those health problems

   d) Community Support Services - to facilitate the development and use of appropriate health related services for parenting adolescents and their children within the community

5. Staff in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

a) Level of cooperation amongst the agencies/disciplines

b) Communication/information sharing amongst the agencies/disciplines

c) Follow-through of agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

PPA TEAM
INFANT CENTRE ADMINISTRATOR INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position, roles/responsibilities in the program.

2. What changes in the organization and procedures of the Infant Centre have occurred since you began in the program, and what were their effects?

3. Describe how the Infant Centre is currently organized, and what advantages and disadvantages result from this structure?

4. Four objectives are listed for the Infant Centre. Please indicate a) the extent to which you think the objectives are being achieved, and b) what obstacles, if any, need to be overcome in order to achieve the objectives more completely.

   a) to meet each child's individual needs with consideration for physical, social, emotional, and cognitive development

   b) to treat each child respectfully in all disciplinary matters

   c) to enable parents to work closely with the child's primary caregiver so that a trusting bond develops between the parent, child, and caregiver

   d) to ensure the primary caregiver is available on an individual basis to meet with parents to discuss the child's progress and any area of concern

5. Staff in a multidisciplinary program may perform a number of roles and be responsible for a variety of functions.

   a) Are your roles and responsibilities satisfactorily defined with respect to your duties toward:

      Students:
      Students' children:
      Staff of the other components in the program:
      School administration:

      If not, explain what aspects of your roles/responsibilities lack clarity.

   b) Of the responsibilities you have in the program, are there some which you are better able to carry out than others? Please indicate what factors facilitate or frustrate your job performance at the school.

   c) Are there ways in which current circumstances could be improved in order to facilitate your performance of various duties?

   d) Would it be helpful to you if the roles/responsibilities of others working with the parenting students were clarified?

6. To what extent are the following aspects of the multidisciplinary approach satisfactory, and in what ways can they be improved?

   a) Level of cooperation amongst the agencies/disciplines

   b) Communication/information sharing amongst the agencies/disciplines

   c) Follow-through of agencies/disciplines on identified concerns

7. With respect to the development of programs, policies, and procedures, how satisfied are you with the current decision-making strategies used to plan a course of action?

   To what extent are you satisfied with the degree to which you participate in decision-making with respect to planning various courses of action?

   Are there any ways in which current decision-making strategies could be improved?

8. In general, do you think the current organizational structure of the PPA is the most effective way of a) attending to the needs of the students and their children and b) coordinating the efforts of the agencies involved in the program? Please explain.

9. In what respects do you think the program, as a whole, has been successful and in what respects has it yet to reach success?

10. What future direction do you think the program should take?

PPA COORDINATING COMMITTEE INTERVIEW

1. The PPA is now in its third year of operation. Please describe your involvement in the program during this time, e.g., length of involvement, position, roles/responsibilities in the program.

2. Presented in the following is an outline of matters concerning the operation of the PPA. For each of the matters, please indicate the areas which you believe are satisfactorily addressed and the areas which you believe require attention. In addition include suggestions for improvement where relevant.

   a) Funding for the program

   b) Agencies' support of the program (CBE, CHS, CFS)

   c) School facilities, equipment, and supplies

   d) Staffing

   e) Development of specialized curriculum for parenting students

   f) Functioning of the PPA Coordinating Committee

   g) Coordination of agencies' services within the school:

      - agreement on goals and objectives
      - delineation of agencies' roles/responsibilities in the program
      - cooperation amongst the agencies and their representatives
      - communications amongst the agencies and their representatives
      - delineation of lines of authority
      - decision-making strategies

   h) Overall management of a multidisciplinary program under the auspices of CBE

   i) Accountability of staff to agencies outside the school system

3. Are you aware of other operational or organizational matters which from your perspective are satisfactorily addressed or require further attention?

4. In what respects do you think the program has been successful and in what respects has it yet to reach success?

5. What obstacles, if any, need to be overcome in order to realize the program goals and objectives more completely?

6. What future direction do you think the program should take?

7. Is there anything you would like to add about the program and its operation?